

Elementary English

THE LEWIS CARROLL SHELF AWARD
GROWTH IN BROTHERHOOD
INDIVIDUAL READING VS. TEXTBOOK
PREDISPOSITIONS IN CRITICAL READING



George Washington Carver

By Henry Thomas. (Putnam.)

*Organ of the National Council
of Teachers of English*

Elementary ENGLISH

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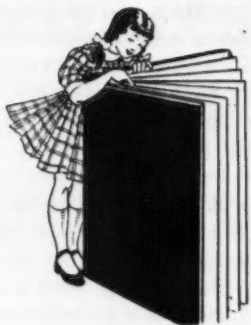
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By Way of Introduction . . .

It is a pleasure to present this month a report of the first annual Lewis Carroll Shelf Award given by the University of Wisconsin School of Education and cooperating state organizations to worthy children's books. From so rich a storehouse it must have been a difficult task indeed to make the initial selections. Few, however, will quarrel with most of the choices, and those who miss their favorites from the list can look forward to the possibility of seeing them among the honored titles of subsequent years. Of equal interest are the more numerous nominations by the children's book editors that appear at the end of the article. Dr. Seuss, author of the award-winning *Horton Hatches the Egg*, gave the acceptance address. Professor DAVID C. DAVIS was Chairman of the Planning Committee. Professor GLADYS D. CAVANAGH, a member of the committee, supplied us with the manuscripts.

Dr. Zeligs' article comes too late for Brotherhood Week, but we can well extend the observance of the occasion to the entire Lincoln Sesquicentennial Year. ROSE ZELIGS has written frequently on this subject before, also for *Elementary English*. She is the author of *Glimpses into Child Life*, and two-time winner of awards from Freedom Foundation in Valley Forge.

MARGUERITE P. ARCHER intrigued her audience at the meeting of the National Council of Teachers of English in Pittsburgh last November with her suggestion of the Ideas File for elementary schools. We are delighted to pass the idea along in this issue.

Articles about play production in the elementary schools by PHYLLIS REYNOLDS TEDESCO and BRUCE A. LLOYD give both negative and positive suggestions. We are sure that Mrs. Tedesco's amusing *caveats* are not intended to discourage the teacher from trying!

Spelling may not *actually* be fun, in spite of ADELAIDE PICOZZI's claims, but the study of spelling can be made more agreeable with such techniques as she suggests in this issue.

Dr. FRANCES MAIB, who has written for us before, provides us with an excellent summary of the uses of literature in the lives of children. She will follow up this discussion with a fairly long and carefully selected list of books for the successive grade levels next month.

Readers of *Elementary English* have noted the large number of articles we have published on individualized reading in the elementary school. They reflect a strong trend in elementary education. The idea of individualized reading has long been advanced in educational literature and applied in experimental situations in such schools as Nassau in East Orange, Maury in Richmond, and the Winnetka Public Schools, but the movement has not taken hold nationwide until recently. Some reading specialists have expressed misgivings. Surely here is a problem on which a great deal of objective research is needed. We are pleased to present this month a detailed report of one study of the relative merits of the individualized and basal reader methods. Our thanks to Professor BEN A. BOHNHORST and Miss SOPHIA SELLARS.

Everyone knows that the teaching of critical reading is important, but not much is yet known about the complex factors that are involved in the process. WILLIAM ELLER, director of the Reading Laboratory at the State University of Iowa, and ROBERT DYKSTRA, a graduate student at the same institution, have written a scholarly summary of the research on the relation of predispositions to critical reading. The article is the third in a series edited by Dr. Elona Sochor of Temple University for the National Conference on Research in English. The series will be published as a pamphlet by the National Council of Teachers of English.

ELEMENTARY ENGLISH

XXXVI

MARCH, 1959

No. 3

JOYCE BARTELL

The Lewis Carroll Shelf Award

*The University of Wisconsin School of Education and cooperating state organizations are initiating an annual award to be given to worthy children's books. The purpose and value of this award, the Lewis Carroll Shelf Award, is two-fold. First, it seems pertinent to demonstrate for parents, publishers, teachers, librarians, and writers that worthy books do have a measuring tool with which to compare other written material. In the area of children's literature one book stands out as the fitting measuring tool, Lewis Carroll's *Alice in Wonderland*. *Alice* has the test of time, imagination, genuine emotion, consistent characters, plausible events and plots, distinguished and artistic style that makes a book a symbol of civilized life. The second value in this Lewis Carroll Shelf Award is to gather together on the home, school, and library shelf the many books that are worthy to sit on the shelf with *Alice in Wonderland*.*

*In deciding upon books that are worthy to sit on the shelf with *Alice in Wonderland* the Book Conference Committee wrote the children's book publishers and asked the editors to select from their list the book they felt should receive the Lewis Carroll Shelf Award.*

A committee of five representing librarians, teachers, parents, and writers, along with years of experience with children's books, then selected from the nominated books those books they felt worthy of sitting on the shelf. A unanimous vote was necessary to qualify for the shelf award.

The Lewis Carroll Bookshelf Awards for 1958 were announced at the University of Wisconsin Book Conference, Nov. 1, 1958. The recognition speech follows (Editor):

We have here sixteen books ready to take their places beside *Alice in Wonderland* on the Lewis Carroll Bookshelf.

They are presented to you in no particular order, but with particular pleasure at finding among them several—more than several, actually—that are on my list of all-time favorites. Perhaps you'll find yours here too.

Do you remember an absent-minded house painter with an overwhelming interest in Arctic exploration? "Don't you ever get tired of reading about the South Pole?" his wife asked.

"No, I don't. Of course, I would much rather go there than read about it. But reading is the next best thing. . . . I think the nicest part of all is the penguins. They are the funniest birds in the world. They don't fly like other birds. They walk erect like little men. When they get tired of walking they just lie down on their stomachs and slide. It would be very nice to have one for a pet."

And that's the start of the delightful nonsense called *Mr. Popper's Penguins*, by Richard and Florence Atwater . . . illustrated by Robert Lawson . . . and published by Little Brown and Company. Let's put it on the Lewis Carroll Bookshelf.

In 1872 on the edge of a Wisconsin forest, a little girl named Laura lived with Ma and Pa and two sisters in a little log house, miles from any neighbors. Pa told Mrs. Bartell, who wrote the recognition speech presenting the winning books, was formerly associate director of The Wisconsin School of the Air, WHA, Madison.

her stories of *his* father and his *grand*-father, and sang to her songs like "Oh Susannah" and "Auld Lang Syne."

"Pa," asked Laura, "What are days of Auld Lang Syne?"

"They are the days of a long time ago, Laura. Go to sleep now."

But Laura lay awake a little while, listening to Pa's fiddle softly playing and to the lonely sound of the wind in the Big Woods. She looked at Pa sitting on the bench by the hearth, the firelight gleaming on his brown hair and beard and glistening on the honey-brown fiddle. She looked at Ma, gently rocking and knitting. She thought to herself, "This is now." She was glad that the cosy house, and Ma and Pa and the firelight and the music, were now. They could not be forgotten, she thought, because now is now. It can never be a long time ago.

But years passed as they have a way of doing, and Laura's "now" *did* become "a long time ago." Still, in a way, Laura Ingalls Wilder has kept her "now" forever in the stories she wrote of her childhood in America's pioneer youth. The first of these, *Little House in the Big Woods*, illustrated by Garth Williams, was Harper's nomination for the honor being awarded tonight . . . and here it is to join distinguished company . . . on the Lewis Carroll Bookshelf.

Monkey business is the subject of our next honored book—monkey business and a peddler who, like one of Dr. Seuss' famous friends, went around with more than the necessary number of hats on his head. Only it was "caps" in this case, not hats . . . and the caps were for sale.

First he had on his own checked cap, then a bunch of gray caps, then a bunch of

brown caps, then a bunch of blue caps, and on the very top, a bunch of red caps. He walked up and down the streets, holding himself very straight so as not to upset his caps. As he went along he called, "Caps! Caps for sale! Fifty cents a cap!"

The story is told and illustrated by a young Russian painter, Esphyr Slobodkina, and published by William R. Scott. For the Lewis Carroll Bookshelf . . . *Caps for Sale*.

Like Robin Hood, Paul Bunyan is a legendary figure, sprung into being from stories told and retold by successive generations. Some of the storytellers are more skillful and, shall we say, inventive? than others . . . and some, we must sadly admit, are downright untruthful. Such as the one who tells the story that

Paul kept his great beard in a buckskin bag made from the skins of 77 deer and took it out only on odd Sundays and legal holidays to comb it. The truth of the matter is that the bag was made of the skins of 116 elk, and he wore it only at night to keep catamounts and such from bedding down in his whiskers.

And so we give recognition here tonight to the TRUE story of Paul Bunyan, told and illustrated by a man who worked for Paul three winters . . . Glen Rounds. Here's Holiday House's *Ol' Paul, the Mighty Logger* for the Lewis Carroll Bookshelf.

I've lived quite a few years and I have yet to find out exactly what "camomile tea" is. But as long as I can remember, I've known what it's used for. It is given—one tablespoonful at bedtime—to naughty little rabbits who ignore their mother's admonitions, squeeze under garden gates, and lose their brass-buttoned blue jackets in gooseberry nets. And I'm not alone in this important bit of intelligence, I see. In

fact, all over the world, children and the grown-ups that go with them know about camomile tea, and love Peter Rabbit who missed out on bread and milk and blackberries for supper. We have Beatrix Potter and F. Warne and Company to thank for *The Tale of Peter Rabbit*, which now joins the *White Rabbit of Alice in Wonderland* on the Lewis Carroll Bookshelf.

"Sing your own song.

With your life, fashion beauty.

Riches will pass, and power. Beauty remains."

This was the song of a Vermont river, and of a blue cat whose mission it was to remember the song and find a home on the hearth of a human who sang it. "How can I fashion beauty?" asked the girl Zeruah of the cat.

I have nothing with which to do such a thing. I have only a sheep which my father gave me long ago. The sheep's wool is mine. When my mother was living she made me card and spin it, though I had no joy in the doing of it. There is plenty of woolen yarn! Linen would be better. I have heard that the weaver made beautiful white cloths with pictures on them. Blue cat, I wonder. . . .

And in the wondering, Zeruah learned to sing her own song and fashioned the beauty that was her life. Here's a story—part history, part folklore—woven about a New England town's pride in the treasures of its past, beauty created by ordinary folks who were helped by a cat to "sing their own songs." To Catherine Cate Coblenz, her illustrator Janice Holland, and her publisher Longmans Green, congratulations as *The Blue Cat of Castletown* is placed on the Lewis Carroll Bookshelf.

From one extraordinary blue cat it is

only a change of mood to the everyday ordinary variety of "Cats here, cats there, cats and kittens everywhere, Hundreds of cats, Thousands of cats, Millions and billions and trillions of cats." The gayety and fun of Wanda Gag's classic story of the kindly old man who couldn't resist a meow is beloved by hundreds of boys, thousands of girls, millions and billions and trillions of children. It's a pleasure to see *Millions of Cats*, a Coward-McCann publication, take its place on the Lewis Carroll Bookshelf.

The hero of the next book to be honored tonight is a Bear of Very Little Brain . . . who has done exceedingly well in winning friends for himself in spite of that deficiency. So he doesn't need *me* to tell *you* about all his many virtues and accomplishments. Rather, I'd like to give a little glory to Rabbit, who at the moment is on his way to Christopher Robin's house. "After all," said Rabbit to himself, "Christopher Robin depends on me. He's fond of Pooh and Piglet and Eeyore, and so am I, but they haven't any Brain. Not to notice. And he respects Owl, because you can't help respecting anybody who can spell TUESDAY, even if he doesn't spell it right; but spelling isn't everything. There are days when spelling Tuesday simply doesn't count. And Kanga is too busy looking after Roo, and Roo is too young, and Tigger is too bouncy to be any help, so there's really nobody but Me, when you come to look at it. I'll go and see if there's anything he wants doing, and then I'll do it for him. It's just the day for doing things."

And this is just the day to add to the Lewis Carroll Bookshelf that unique and marvelous volume, *The World of Pooh*,

which combines under one cover A. A. Milne's *Winnie-the-Pooh* and *The House of Pooh Corner* . . . adds to the original E. H. Shepherd black-and-white illustrations a number of new full-page Shepherd Illustrations in color . . . and is published by E. P. Dutton to delight old and new friends of Christopher Robin's nursery animals. Here it is, *The World of Pooh*.

The doctrine of "the power of positive thought" which has been enjoying such popularity in recent years is nothing new to several generations of children who have read and loved this next book. They will tell you quite freely that if you *think* you can, you CAN. Didn't the Little Blue Engine puff and chug and tug and pull that trainload of dolls and toys across the mountain to the good little boys and girls on the other side in time for Christmas? ("I think I can . . . I . . . think . . . I . . . can . . . think . . . I . . . can . . . I . . . think . . . I . . . can . . . I thought I could (ACCELERATING) I thought I could I thought I could I thought I could . . . clickety clickety clickety clickety . . .") *The Little Engine that Could* by Watty Piper, illustrated by George and Doris Hauman, published by Platt and Munk. Here, in its silver anniversary edition, for the Lewis Carroll Bookshelf.

Bless the lamplight, bless the fire,
Bless the hands that never tire
In their loving care of me.
Bless my friends and family.
Bless my Father and my Mother
And keep us close to one another.
Bless other children, far and near,
And keep them safe and free from fear.

Many of you recognize those as lines from *Prayer for a Child*—a beautiful little

picture book for which Elizabeth Orton Jones made the illustrations. Rachel Field wrote the prayer for her daughter Hannah, but it's a prayer for boys and girls everywhere . . . simple, reverent, loving. The Macmillan Company nominated *Prayer for a Child* for the Lewis Carroll Bookshelf, and our judges have agreed, *that* is where it belongs.

When I tell you that our next honored book is about a veterinarian, a few of you will suspect what it is. When I add that he lived in a little town called Puddleby-on-the-Marsh, there'll be more "in on the know." And when I say that he could converse with and understand his animal patients, well, I'm very surprised if any one of you is still in the dark. This good doctor had so many pets around his house that his sister complained,

"John, this is the last straw. I will no longer be housekeeper for you if you don't send away that alligator."

"It isn't an alligator," said the Doctor—"it's a crocodile."

"I don't care what you call it," said his sister. "It's a nasty thing to find under the bed. And he eats the linoleum. If you don't send him away this minute I'll—I'll go and get married."

"All right," said the Doctor, "go and get married. It can't be helped."

So Sarah Doolittle packed up her things and went off; and the Doctor was left all alone with his animal family.

There was never another little old doctor quite like Doctor Doolittle. Nor another book quite like *The Story of Doctor Doolittle* by Hugh Lofting, published by J. B. Lippincott to the great joy of children all over the world. Let's put it on the Lewis Carroll Bookshelf.

Griselda Curfew lived with her Great-

Grandmother in the last cottage in the Lane. She was ten years old, and her Great-Grandmother was one hundred and ten years old, and there was not as much difference between them as you might suppose. If Griselda's Great-Grandmother had been twice, or thrice, or four times ten years old, there would have been a great deal of difference; for when you are twenty or thirty or forty, you feel very differently from when you were ten. But a hundred is a nice round number, and it brings things home in a circle; so Griselda's ten seemed to touch quite close the ten of Great-Grandmother Curfew, who was a hundred years away, and yet so very near her.

So begins one gem of a short story among 27 selected by Eleanor Farjeon as her favorites of all she has written for children. Some are unusual poetic phantasy, some touching or humorous realism, all distinguished by masterful writing. Edward Ardizzone has illustrated the collection, Henry Z. Walck is the present publisher. And the Lewis Carroll Bookshelf awaits . . . Eleanor Farjeon's *The Little Bookroom*.

White elephants are rare, and quite extraordinary—fairly useless too, as a rule. But long ago, in India, there was a Child King to whom a white elephant was an essential of existence and—as it turned out—the source of his Kingdom's happiness.

For centuries, the troop of elephants in the royal stables had been led by a white elephant. . . . The one who had just died was the 396th. His successor would be the 397th. None but the jungle knew where he was to be found—the 397th white elephant of the line.

"Have all made ready for the hunt tomorrow," ordered the Child King. "I will go and speak to the hills."

There are certain questions that no lesser person than a prince may put to these wild lands where the elephants roam at liberty. The jungle will answer hunters

when they ask: "Which way did the great stag pass?" or "Where are the buffaloes hiding?" But the hills at the edge of the world where elephants are kings will answer only a King himself. He has to cross the whole country himself to question them. He stands before them and says: "Hills! Here I am. You know who I am. Show me where I shall find the herd which has bred me a white elephant."

From a leading French writer for children, Rene Guillot, comes this charming fable of *The 397th White Elephant*. It has been translated by Gwen Marsh, illustrated by Moyra Leatham, and published by Criterion Books . . . and now it joins distinguished company on the Lewis Carroll Bookshelf.

Out of the great expanse of the unfenced cattle country comes riding a hero to stand beside the lumberjacks' Paul Bunyan. His marvelous exploits and deeds of daring won the respect of every cowman west of the Mississippi, but even those who lived with him and knew him best were flabbergasted when Pecos Bill tangled with the elements.

Soon there was a threatening roar, then a lightning-fringed black funnel moved menacingly out of the depths of the greenish-copper darkness. . . . And now between the crashes of the thunder the men heard a wild "Ee-Yow! Ee-Yow!" They looked and what did they see but Pecos Bill riding Widow Maker swiftly out to meet the oncoming hurricane.

They couldn't believe their eyes. Even Pecos Bill had never done anything like that before. Not a man of them but felt Pecos had met his match this time. "Stop!" yelled Gun Smith.

But Pecos Bill went right on. As he neared the menacing funnel he unfurled his agile lariat, whirled its spreading loop about his head and hurled it in defiance at the head of the approaching monster. Gun Smith gasped, "Pecos Bill's roping the cyclone!"

And having roped the cyclone, Pecos Bill swings his lariat in another direction and garners for his "biographer," if we may call him that, the Lewis Carroll Bookshelf award. James Cloyd Bowman is the author of this book of real American folklore, and Laura Bannon has illustrated it with skill and charm. The Albert Whitman nomination for the Lewis Carroll Bookshelf . . . *Pecos Bill*.

In all of children's literature it would be hard to find a more conceited, swaggering, boastful (and lovable) individual than the one who's now marching gaily down the road, chin in the air, reviewing to himself his remarkable accomplishments.

"Ho, ho! There is surely no animal equal to me for cleverness in the whole world. My enemies shut me up in a prison, encircled by sentries, watched night and day by warders; I walk out through them all, by sheer ability coupled with courage. They pursue me with engines and policemen and revolvers; I snap my fingers at them and vanish, laughing, into space. I am, unfortunately, thrown into a canal by a woman fat of body and very evil-minded. What of it? I swim ashore, I seize her horse, I ride off in triumph, and I sell the horse for a whole pocketful of money and an excellent breakfast! Ho, ho! I am The Toad, the handsome, the popular, the successful Toad!"

I'm sure Toad would feel it only proper that he be invited to join the White Rabbit, the Mock Turtle, the Mad Hatter, and all that glorious company on the Lewis Carroll Bookshelf. And because things have gone so well for him, he may even condescend to share his glory with his friends Mole, Rat, and Badger, and their creator, Kenneth Grahame. Let's hope so . . . for the Lewis Carroll Bookshelf would not be complete without *The*

Wind in the Willows. Scribner's is the publisher, and the illustrator is the incomparable E. H. Shepherd.

Honoring these fifteen books with the Lewis Carroll Bookshelf Award will, we hope, make news, at least in book circles across the country. But if it were competing for front-page space with the subject of this sixteenth book, it wouldn't stand a chance. Egg hatching is for the birds. So when an Elephant hatches an egg, that's really NEWS. You all know, I'm sure, the name of this good-natured and conscientious beast, who was sold a bill of goods by a smooth talking lazy Mayzie-bird, and ended up stranded on a nest at the top of a tree. And

. . . Horton kept sitting there, day after day,
And soon it was Autumn. The leaves blew away.
And then came the Winter . . . the snow and the sleet!
And icicles hung from his trunk and his feet.
But Horton kept sitting, and said with a sneeze,
"I'll stay on this egg, and I won't let it freeze.
I meant what I said, and I said what I meant. . .
An elephant's faithful, one hundred per cent."

Yes . . . *Horton Hatches the Egg* . . . a publication of Random House . . . written and illustrated by the man of our hour. I hope that by sending Horton over to the Lewis Carroll Bookshelf, we'll be sending Dr. Seuss home happy . . . one hundred per cent.

That's it, friends . . . sixteen books, the *first* to be put on the Lewis Carroll Bookshelf. But we trust, not the last. For there are many many books equally worthy, some still unwritten . . . and in

time they too will find their way through the nominations of their publishers into the illustrious company of *Alice in Wonderland* and these books honored tonight.

Books Submitted for the Lewis Carroll Bookshelf

Abingdon Press

Treffinger, Carolyn

Li Lun, lad of courage.

Boobs-Merrill—1947

Henry, Marquerite, and Dennis, Wesley
Benjamin West and his cat Grimalkin.

Children's Press—1946

Tazewell, Charles

The littlest angel.

Coward-McCann—1928

*Gag, Wanda

Millions of cats.

Criterion Books—1957

*Guillot, Rene

The 397th white elephant.

Thomas Y. Crowell Co.—1953

Krumgold, Joseph

... And now Miguel.

John Day—1951

Church, Richard

Five boys in a cave.

Dodd, Mead & Co.—1956

Daly, Maureen

Seventeenth summer.

E. P. Dutton & Co.—1957

*Milne, A. A.

The world of Pooh.

Farrar, Strauss & Cudahy (Ariel Books)—1956

Kingman, Lee

The magic Christmas tree.

Follett Publishing Co.—1951

Taylor, Sidney

All-of-a-kind family.

Friendship Press—1957

Cobb, Alice

The swimming pool.

II

Friendship Press—1957

Rinden, Gertrude James

Kenji.

Funk and Wagnalls—1956

Dillon, Ellis

The island of horses

Harper Bros.—1932; 1953

*Wilder, Laura Ingalls

Little house in the big woods

Hastings House—1958

Molloy, Anne

The Christmas rocket.

Holiday House—1949

*Rounds, Glen

Ol' Paul, the mighty logger.

Houghton Mifflin—1956

Rugh, Bellen Dorman

Crystal Mountain.

J. B. Lippincott Co.—1948

*Lofting, Hugh

The story of Dr. Dolittle.

Little, Brown—1938

*Atwater, Richard

Mr. Popper's penguins

Longmans, Green—1949

*Coblentz, Catherine Cate

The blue cat of castle town

Macmillan Co.—1944

*Field, Rachel

Prayer for a child.

III

Macrae, Smith Co.—1954

Cavanah, Frances

We came to America.

William Morrow & Co.—1956

Cleary, Beverly

Fifteen

Thomas Nelson & Sons—1956

Fisher, Aileen

All on a mountain day.

Pantheon Books—1952

Muehlenweg, Fritz

Big Tiger and Christian.

Platt & Munk Co.—1954

*Piper, Watty

The little engine that could.

Prentice-Hall—1957

Rounds, Glen

Swamp life, an almanac.

G. B. Putnam—1952

Aldis, Dorothy

All together.

Random House—1940

*Dr. Seuss

Horton hatches the egg.

Roy Publishers—1958

Larsen, Egon

Men who fought for freedom, a book for young people.

William R. Scott, Inc.—1947

*Slobodkina, Esphyr

Caps for sale.

Scribners—1954

*Grahame, Kenneth

The wind in the willows.

Simon & Schuster—1958

Watson, Jane Werner

Wonders of nature; a child's first book about our wonderful world.

IV

Rand McNally—1947

Henry, Marguerite

Misty of Chincoteague.

Sterling Publishing Co.—1957

Fribourg, Marjorie G.

Ching-ting and the ducks.

Tangley Oaks Educational Center

Miller, Olive Beaupre

Nursery friends from France.

*Henry Z. Walck (Oxford University Press)—1956

Farjeon Eleanor

The little bookroom; short stories for children.

- *F. Warne & Co.—n.d.
Potter, Beatrix
The tale of Peter Rabbit.
Franklin Watts—1958
Stone, Eugenia
Magpie hill.
Westminster Press—1947
McFarland, Wilma
For a Child.
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ROSE ZELIGS

A Year's Growth in Brotherhood

Children's attitudes reflect those of their parents and teachers. Prejudices and hatreds have deep psychological significance. They are often unconscious expressions of hostility based on the individual's frustrations in childhood. Many psychologists feel that racial prejudice is basically an emotional outlet for the pent-up frustrations of the individual. A minority group is often the scapegoat, the little fellow who is helpless.

A teacher who has herself attained emotional and social maturity is ready to help children direct their growth toward favorable intergroup attitudes. The first step is to examine the child's attitudes so that she may know where to begin in her teaching. She must understand how to change unfavorable attitudes and to use every opportunity the school affords to develop favorable, positive, democratic attitudes that direct the child's growth toward personal and social maturity. The school situation provides countless opportunities for practicing democracy, and for learning about different races, religions, and national groups through actual contact with members of those groups in the classroom.

The process of social living includes

opportunities for children to direct their own activities and discuss their own problems; freedom of speech in class where all sides of a problem are discussed; voting for school officers, school council, and committees; taking turns to be on committees; having all creeds and colors study together happily and freely; sharing books and materials; working and playing together; giving a child time to explain, and many other experiences. In short, democracy and intercultural education contribute to character education and are integrated with the methods and content of children's learning experiences.

Growth in favorable attitudes is slow and may have many setbacks but it also has tremendous potentialities. An attempt will be made here to describe some highlights in children's changing attitudes through a school year, with one class, in an effort to see what happens to them in regard to prejudice over that period of time.

The Subjects

In a suburban public school in Cincinnati, Ohio, where many of the children

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were above average in intelligence and socio-economic background, a sixth grade teacher was assigned to teach the lowest of four sixth grade classes, grouped according to achievement. The class was composed of some Negro children, a Japanese child, a few German refugees, and some Protestant, Catholic, and Jewish children. The average intelligence quotient was 92 for this class, but there was a wide range from low to high. The average reading score, according to the Iowa Reading Test, at the end of the fifth grade, was a grade equivalent of 4.35 with a range from grade 2.6 to grade 5.8. Those children who were new to the school and had inadequate educational backgrounds seemed especially insecure, anxious, and fearful of not being accepted by the other children. The teacher realized the need for developing a unified, cohesive group in which children accept each other and feel accepted.

Creating a Democratic Climate

Little learning can take place where there are feelings of insecurity, hostility, disharmony, and distrust, since the social climate in the classroom affects attitudes which influence all learning. For learning is never a simple, isolated experience. In school it is associated with the teacher, the interest she creates, and the warmth and encouragement she expresses. These factors affect the child's self-esteem, his faith in his ability to learn, his attitudes, and the relationships he establishes with his classmates as part of his learning activities.

Intercultural education is taught both directly and through opportunities that may arise in daily living and learning. Through continuous, purposive effort the

teacher may help the child form a feeling of tolerance, interest, and social relatedness to all peoples.

What were some of the experiences that contributed to the children's intergroup attitudes? There were countless daily incidents which brought up the need to stress brotherhood and democracy. The process of getting acquainted with members of other groups helped to dispel some illusions. Some of the children said:

I am colored. When I came to this school the Jews were very nice to me wherever I went. At first I didn't know they were Jews. I liked them and I still like them, even if I know they are Jews, because they are nice.

I like Catherine, who is in our class, because she is nice. She is the first Japanese girl I ever met.

I never used to like colored people because I heard someone else say they didn't like them. It is just like a bad rumor going around. You just have to get to know people. Why are we against colored people? Why don't we like them? We aren't privileged characters. Be friendly with them and they will be friendly with you.

I have now changed my attitude about different races and creeds. Before I thought that the Negroes were a lower class of people and that we should not mix with them. Now I know that everyone is equal and everyone should have the same rights.

During Brotherhood Week the children were shown the 35mm. film strip, *We Are All Brothers*. The film explains what is meant by race and that biologically the races of mankind are brothers. It shows that language, custom, and intelligence are not determined by race. In the discussion that followed the children's attitudes indicated that the fundamental ideals of equality and brotherhood can be understood by slow-learning children just

as well as by bright ones. But learning democracy and brotherhood is a slow process and has many set-backs.

Uprooting an Old Prejudice

One day an old prejudice suddenly cropped up in the class. A child suddenly called out, "The Jews killed Christ. I learned it in Sunday School. It says so in the Bible, too!" Much excitement and ill-feeling were expressed as the different groups argued with each other. Some of the children could not be convinced by the teacher that Jesus had not been killed by the Jews. She told them about the National Conference of Christians and Jews and the children promised to accept the explanation of the director. Arrangements were made for him to speak to all the sixth grade classes. He explained that Jesus had not been killed by the Jews but by the Romans. He discussed the problem of brotherhood, told stories, and answered questions. After he left the children were asked to write what they had learned. Some of them wrote:

My attitudes have not changed. I have always liked Jewish people the same as other religions and colored races are as good as we are.

Mr. --- believes that all races and religions should be respected. We should be friendly toward other people, learn about their religions, and not make fun of them.

My mother came from the South but I was born in the North. I have never had anything against the Negro. I have never in my whole life called a person a Nigger. My mother never hated them.

I thought the Jews killed Jesus but I found out that the Roman soldiers did it. I also found out that we should be just to all people everywhere, colored, white, Jews.

Sunday I took some Jewish white children to our church for a tea and they helped us serve. Mother said we were good playmates. I never call them names.

I learned that all of us have to learn to live together. I like the Negroes and Jews better than before he spoke to us. He made us understand that no matter what race or religion anyone belongs to everybody is human and hatred always causes war.

All people should be friends. Because one person is bad you should not take it out on his color. All people are not alike. Some are colored, some are white or yellow. Some have black hair, white, brown, yellow, or red hair. Some have brown, blue, or grey eyes. It doesn't make any difference. All could be good or all could be bad, or some could be good and some could be bad. All people should be brothers and sisters and this would be a better, more peaceful world.

Mr. --- told us that he had different people as boarders in his house and each one enriched his life, and that we should like everyone because we can learn from everyone.

Mr. --- said that to have friends is to be rich, especially when they are of another religion or color. I admit I say things which I should not say. My attitudes are now higher toward brotherhood.

The talk by the director of the National Conference of Christians and Jews and the discussions that followed brought into the open the fears, prejudices, resentments, and misinformation harbored by these children. Freedom to speak of such things made many of them realize that prejudice and discrimination are not accepted by leaders today; that hatred and feelings of superiority have brought war; and that democracy stands for freedom for all.

Although these were slow-learning children, they had no difficulty in grasping the idea that all religions are based on

ethical concepts, that all people should have the right to work and worship as they please, and that every human being is entitled to be treated with respect and dignity.

The experience helped the children learn that all people are not prejudiced against other groups and that it is wise to investigate and find out whether they may be mistaken about their own attitudes. It is vitally important to eliminate from all sermons and Sunday School textbooks the statement that the Jews killed Jesus. Such teachings have proved extremely harmful in creating prejudices.

Growth Through Social Studies and Reading

Social studies and reading afford fine opportunities for helping the child learn to appreciate other creeds and cultures. In their social studies children may learn that differences in customs and cultures may arise out of economic and geographic factors, such as surface, location, and climate. The teacher can help the child develop attitudes of appreciation, admiration, and sympathy by stressing a people's positive contributions to civilization rather than pointing out weird, peculiar, undesirable traits and customs.

The study of literature helps, too. Poems, proverbs, and stories may be selected that emphasize high ideals in human relations. Every morning the teacher wrote a proverb or quotation from literature on the board. The class discussed its meaning, copied it in their notebooks, and memorized it. Reading helpful books and making book reports afford children fine opportunities to acquire information and absorb good intercultural attitudes. Such activities stimulate discussions and direct

the children's thinking to a better understanding of democracy and human rights. Quotations from their book reports are:

Tunis, John R. *All American*. Harcourt Brace and Co., 1942.

This book begins in the Abraham Lincoln High School in Oil City, Pennsylvania. Meyer Goldman, Ronny Perry, and Steve Smith are the main characters. The school's football team was asked to play in Miami, Florida. There happened to be a colored boy on the team and it was against the laws of Miami to have Negroes play on their fields. Meyer, Steve, and Ronny tried to get permission for the Negro to play. They asked the principal to do something. Everyone was sad that day because their star couldn't play. Then, to their surprise, the word came that a New York team was to play in Miami and the Lincoln School was to play in Chicago, where Negroes are allowed to play. There was much excitement in the school and Abraham Lincoln won the last game to end the season.

I like the book because it kept me in suspense. It is a very good book for people who like football. I don't think there should be laws against Negroes playing on any team, in a free country. This book teaches fair play and good sportsmanship for all religions and races. It shows what can be done if you try to stop prejudice. We must all work for equal rights in sports for all races and religions.

Fitch, Florence Mary. *One God, The Ways We Worship Him*. Lothrop, Lee & Shepard Co. 1944.

One God is the story of the three great religions of America and the different ways we worship God in this country. It answers questions children ask about God, prayer, and religious ceremonies.

In the "Jewish Way" the author describes the Sabbath, religion in the home, the different holidays, and Bar Mitzvah. She explains the synagogue and the difference between conservative and reform Jews.

The "Catholic Way" tells about Jesus and his followers. It explains Baptism,

home training, Mass, and how important holidays are celebrated, and the place the nuns and monks have in the church.

The "Protestant Way" tells how they got their name, the variation in their churches, their Baptism, the home training, the church school, and the Society of Friends.

This book ends by saying that while we have differences in our religions we all use the Bible; we all set aside one day a week for worship; and we all agree there is only One God. I like this book because it leads you to be more open-minded and teaches you about other religions.

These concrete stories helped the children experience vicariously the trials and pleasures of the characters. Through identification with them the children were enabled to feel more keenly the problems faced by children belonging to minority groups.

Sharing Through Junior Red Cross Boxes

Packing Junior Red Cross boxes is another activity that has proved helpful in building warm feelings towards children of other lands. Every fall the children of each class bring small toys, pencils, and other small items, which they carefully pack in special boxes. These are distributed to children in foreign countries by the Junior Red Cross. The recipients usually respond with a letter of thanks, tell how they divided the toys, and give a description of themselves, their school, and their country. In many cases the correspondence is kept up and exchange of pictures and gifts take place.

Indications of Interest in Intergroup Attitudes

In various ways it was found that the children were becoming more aware of

their intergroup attitudes and of the need to accept others. The problem had been brought to their consciousness and they were struggling with new ideas. They wrote notes to each other and to the teacher, such as the following:

Dear Eve, You know that if you go to church that it is a sin to hate people and it is not very good toward God. I mean every word.

Betty

Dear Betty, I don't hate no one and further more I'm not mad.

Eve.

Dear Teacher, We want you to know that we have organized a club in our neighborhood. It is called, "The Christian and Jewish Social Gang." The purpose is to have everyone be friendly and neighborly. Our song is, "Hail, hail, the gang's all here." We had an argument about religion so we decided to have this club. We are going to learn to play together, as people who live in a free country, America. We are going to try to be brothers with all races and creeds and colors so that when we grow up we will have taught ourselves right things and show other people we know how to be real good citizens.

The quotations illustrate some of the children's thoughts and feelings. A broader outlook, correct information, wider contacts, and especially bringing facts into the open, helped the children realize that all true religions teach peace and good human relations.

Hopeful Signs of Growth

In June, the children were asked to write compositions on what they had learned that year in the sixth grade. The following quotations from their papers are related to intergroup attitudes:

I learned about brotherhood of the different kinds of races and religions. I am of German descent. In our room we have

a Japanese boy and girl, Jews and Christians, colored people and white people. We all liked the same things and the teacher taught us all the same things. We all liked to play together. Dorothy is a Jew and I am a Christian, but she is my best girl friend. My mother is glad that I learned about brotherhood. She thought I was hateful and mean because a Jewish girl lived next door to me and I thought that Christians were better than Jews. She tried to teach me but she didn't accomplish anything. The girl was nice to me. I started to play with Jewish and Christian kids because they lived all around me and went to our school. But still I had a kind of hatred in my heart. Some of the teachers were Jewish, too. I talked to a Jewish neighbor. Then a little hatred went out of my heart. The teachers in this school talked about brotherhood. None of the teachers in the other school I came from ever talked about brotherhood. In our class we have Japanese, colored, Jewish, and Christian children. The teacher made us see that all were alike. Every time we studied reading and social studies we found that religion was part of what happened in history. I learned my brotherhood in the sixth grade. Now, when I play with Jewish girls I don't even think if they're Christians or Jews. They're just people and friends to me. When we had a fight the teacher helped us go to the roots of things, just like a mother. They always cleared it up instead of letting it go. Nora said the teachers of this school helped her a lot. The brotherhood movie was good, too. All these things together helped me.

The children's compositions indicated that brotherhood and democracy stood out in their minds as the high lights of the year's achievement. They had learned to work together, to like other people, and to respect their religions and culture. They had learned that the teacher is their friend and tries to help all the children.

The teacher's aim was to help the chil-

dren grow in all their studies as well as in social attitudes, by creating a happy, helpful, accepting climate of mutual respect and cooperation. In May, the children were given the Chicago Reading Test, Form C. The average score was a grade equivalent of 6.10, showing an average growth of 1.75 grades in a year for children with an average intelligence quotient of 92. Their average score on the Zeligs' Intergroup Attitudes Test was 183 compared to 160 for the other sixth grade children.

This report suggests that an awakening to the meaning of brotherhood and human dignity can help mold a more cohesive class made up of different racial and religious groups. It can thus contribute to the general welfare and educational growth of all the children. Learning is emotionally toned and concomitant with the development of attitudes. Attitudes are difficult to change, but concrete, vivid, dramatic experiences have proved effective. Growth is stimulated through a variety of approaches. All studies can be flavored with democracy, but the social studies, reading, and current events offer special opportunities to build within the child faith in a democratic world.

Teachers learn, too. The teacher who had been experienced in working only with brighter children had gained faith and confidence in the warm-heartedness and potentialities for growth of the slower child; in his ability to feel and understand the true meaning of democracy and brotherhood. The teacher, too, had widened her faith in human beings.

The Ideas File

One of the most prominent clusters of problems in teaching the language arts centers around the communication of ideas. How can the findings of research be made readily available to teachers in service? How can busy people keep abreast of new developments? How can they perceive significant trends? Locate helpful techniques? Keep up with professional reading? Know "what's cooking" in the mass media? How can young or relatively inexperienced teachers "learn the ropes" without embarrassment to themselves? How can experienced teachers trade ideas without devoting precious leisure time to "talking shop"? These problems and many allied to them largely remain unsolved in most schools—despite the capabilities, sincere interest, and good intentions of all concerned.

The whole staff of any school could make an effort to solve some of its problems of communication by using a relatively simple device—an Ideas File. The device can be an effective means of at least attacking the problems, but the degree of its effectiveness will depend on the cooperation of the staff members. Those who enthusiastically participate in the project can benefit greatly from it. Those who neither give nor take ideas will not benefit very much.

The Ideas File is a group of lined index cards 5" x 8" on which staff members can write information or suggestions. Any especially interested person could start this file and place it in a grown-ups' corner of the library. Additional fea-

tures of this "corner" may be an easy chair; back issues of *Elementary English*, *The Reading Teacher*, *Childhood Education*, *The Horn Book*, and other helpful magazines; a shelf of books and pamphlets of special interest to parents, such as *Reading Is Fun* by Roma Gans;¹ a shelf of books and pamphlets of special interest to teachers, including *Children and the Language Arts* by Herrick and Jacobs;² and a file of critical annotations of children's books. The printed materials can be read on the spot or withdrawn for a three-day period.

Cards in the file are alphabetized by topics, which at present include Art, Audio-Visual Aids, Awards, Bilingual Child, Book Exhibits, Book Fairs, Book Lists, Book Reviews, Book Week, Bulletin Boards, Catalogues, Censorship, Cerebral-Palsied Child, Child Development, Children in Other Cultures, Choral Speaking, Clubs, Comics, Contests, Creative Writing, Displays, Dramatic Interpretation, Encyclopedias, Folk Tales, Games, Gifted Children, Grammar, Guidance, Handwriting, Humor, Inexpensive Books, Intergroup Relations, Language Development, Listening, Magazines for Children, Maps, Models, Movies, Music, Newspapers, Parents, Poetry, Puppets, Radio, Reading, Recordings, Reference Materials, Science, Slow Learner, Social Studies, Spelling, Storytelling, TV, Value of Books, and Vocabulary.

If the library has the material men-

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tioned, the item is starred in red pencil. If the material is obtainable free of charge, the word free is underscored in red. Blank cards are included in the file so that teachers, principal, or specialists may jot down their own ideas. If a teacher tries out an idea or a project, she is encouraged to note her reaction on the card.

For example, if a teacher experiments with this idea from the card, "Displays #3," many members of the staff would be highly interested in her reaction: "Children could use a hall showcase or other display space to conduct a 'contest' to identify items on one theme displayed by a class. E.g., they could set up a display of numbered, but not otherwise labeled, clay models or outline drawings of dinosaurs, European stamps (shown beside a map of Europe), rocks and minerals, or ship models, etc. Deadline should be set for entries, which could be judged by the class conducting the contest. Answers and winners' names should be posted with display for the remaining half of display period. Contest should be open to any child in the school. Many children could learn much through participation in the contest."

The "Radio," "TV," and "Movies" cards list current and coming items of worth. These items are also posted for children to note if they wish. Further help in keeping informed on mass media is available on cards summarizing some of the results of recent research. "TV #3" lists the programs most liked and disliked by elementary children in Chicago in 1955;³ the findings of Paul Witty's 1956 study will be listed in another card.

"Awards" cards also need to be kept up to date. Clippings from the *Children's*

*Book Council Calendar*⁴ serve this purpose. Lists of past awards of special significance are also kept on cards; to date winners of Newbery, Caldecott, and Children's Book Committee of the Child Study Association⁵ awards have been listed.

Occasionally cross-referencing is advisable. "Parents #2" refers to "Encyclopedias #2,B." The referral item is *Choosing an Encyclopedia for Junior*,⁶ a reprint from *Child Study*, which is available free from Compton's. The reprint is included in the parents' materials in the library.

In some instances a number of pertinent details of articles are noted on the cards. "Bulletin Boards #1" lists fully the steps necessary in launching youngsters on the project of creating their own bulletin boards."⁷ "Children in Other Cultures #1" quotes selected statements and lists all the books favorably mentioned in "Latin America in Books for Boys and Girls."⁸ "Humor #1" summarizes the main points in "What Children Find Humorous"⁹ and names all the mirth-provoking books cited in the article. The card ends with this note: "Good source of ideas for the teacher trying to build better rapport with his class. Encourage the children also to bring in humorous literary excerpts."

Although the Ideas File cannot solve the problems which teachers meet in the classroom, it can be an invaluable resource for co-operative sharing of ideas. The File device could be adapted to other levels of teaching or to other curricular areas. Through use of the File, members of a school staff have a rich opportunity to communicate with each other more effectively.

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PHYLLIS REYNOLDS TEDESCO

Ten Don'ts in Producing A Play

As an amateur producer of plays, grade school level, I believe I can point out some of the pitfalls which trap the unwary teacher, and to illustrate how innocent they may appear at first glance, will recount how I fell into each one.

- (1) Don't assign roles to four-legged animals, especially dogs.

Our class gave a play about an "all-American boy," and since almost all American boys have dogs, we imported a mammoth creature named Maisie to cavort about the stage. In the final scene, a noise distracted our hairy player, who bounded to the artificial window, rested her paws on the sill, and brought the entire wall crashing to the floor.

- (2) Don't permit scenes of violence when the curtain is up, (only when the curtain is down).

In a play about discrimination, Pedro, the hero, was to be the victim of a fist fight. On opening night, however, his assailant performed so realistically that Pedro responded with a full-fledged punch in the nose. Then, when Pedro was to be abandoned with a cut on his forehead, he added to the realism by brandishing a

bottle of ketchup for blood, and garnishing himself like a hamburger.

- (3) Don't allow a prima donna mother to get into the act; someone might think she's the teacher.

When I assigned a leading role to little Margie, her mother promptly visited me and announced that she herself was a Shakespearean actress (having acted mad Ophelia in a college play) and offered her assistance in our production. I gave her the job of prompter and she arrived in furs and feathers and took a noticeable stand just behind one curtain. When lines were forgotten, she did not stop at giving one-word cues, but audibly read the entire line as Shakespeare would have read it. At the final curtain call, she accompanied little Margie to the center of the stage. Three months later, at our second production, I made her chairman of the clean-up committee.

- (4) Don't use love scenes; they're apt to become impromptu.

It was in a play of *Miles Standish*. John Alden had just called on Priscilla who,

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overplaying her part, leaned out of her cottage window, fluttered her long lashes, smiled coyly, and burred, "Why don't you speak for yourself, John dear?" To which the hero, uncomfortable in his stiff white collar, replied, "Drop dead!"

- (5) Don't require costume changes; be thankful the players managed to dress once.

The first graders put on a wild west show. Between acts, the settlers and covered wagons were supposed to convert to Indians and teepees. As the curtain rose on act two, a rush of Indians ran whooping across the stage and behind them trailed the littlest Indian of all, feathered, painted, tomahawk in hand, but minus his pants. (He couldn't "work the buttons right" he told me later).

- (6) Don't leave players hidden on stage—it's impossible.

We produced an old Chinese play in which the sons of the village were to drown in the sea. After sinking behind a three foot wall of "water," the players had to stay crouched there until the end, for there was no exit possible. Later on, a Chinese boy was to "stand looking out over the sea" when his coolie hat tumbled behind the wall of water. I surged with pride as I watched him remain motionless despite a ripple of laughter from the audience, but cringed as a hand shot up out of the water and offered him his hat.

- (7) Don't leave make-up to the children's imaginations—you never know what they're imagining.

Because the class wanted to do a play "all by themselves," I let them head their own committees, including make-up. On opening night, however, I was horrified to discover that Abraham Lincoln was the exact replica of Elvis Presley ("But Mrs. Tedesco, didn't Lincoln have side burns?") and his wife, with purple eyelids and rouged lips, a woman of ill repute.

- (8) Don't seat your audience too close to the stage—the limelight is contagious.

During our Christmas play, a first grader was seated two feet from our improvised stage and delighted in informing the rest of the audience what players were about to appear. In the final scene, his ego could stand it no longer, and he clambered on stage and lustily sang *Jingle Bells* with the cast.

- (9) Don't let backstage players remain idle—unless you like spontaneous action.

In one of my first plays, I was so engrossed with the children on stage that I was oblivious to the increasing boredom and restlessness of those waiting to go on. I did not notice their fiddling with the control panel until the fifth scene, where George Washington and his soldiers, attired in winter garb, sat shivering against a backdrop of snow and ice. There was a sudden crash as a second backdrop slid to the floor, leaving General Washington and his men in a field of sunshine and daisies.

- (10) Don't permit more than one curtain call; this could go on all night.

The play was over, the audience was applauding, and I dashed into the dressing room to prepare for the onrush of children. I was delighted to hear continuous bursts of applause, which meant additional curtain calls. As the players straggled into the dressing room, however, and still the applauding continued, I hurried out to the wings and found Michael, our leading boy, in the center of the stage while his enthusiastic relatives cheered him on.

The above rules apply to teachers interested in serious, sane productions. To produce hilarious comedy, however, violate all ten rules in one performance.

Make Your Play

It all began quite easily. The children in one reading group had just finished the silent reading of a play called *Blue Willow*. Since this was already in play form the children decided to act it out. This particular reading group did such a nice job in acting out the play that it occurred to them that many of them had fine acting talent. To make good use of this talent they decided to put on a play of their own and have the entire class participate.

The class chose to produce the play as a culminating activity related to their social studies. The class was completing its study of South America, so it was determined that the play would take place there and tell something about the life of the people in a particular area.

As a first step we asked our public library to send fictional accounts of life and adventures in South America. The librarian wisely included many books of varying subject material and reading difficulty. When the books arrived in class they were displayed in the reading corner and each child was allowed to choose the book that looked best to him. The children were to read the books to discover which plots were most interesting and believable. They also read to learn about the various and interesting aspects of life in the several countries.

Oral reports were presented to the entire class. Several children who had taken notes on these reports then volunteered to assemble the information into an outline of a plot for the play. The following day these children reported to the

class. There were obvious gaps in the plot structure and the remainder of the class eagerly participated in filling in where needed. Soon the plot was completed and the children were ready to begin working on the scenery and script.

There were to be three acts in the play. Several children volunteered to write each act independently so we had three groups of children writing, each group being responsible for the script for one act. The children not engaged in writing began to work on the scenery. The hustle and bustle of scenery construction, however, interfered with the work of the script writers. So they adjourned to the hall where it was quiet and they could continue their work in peace.

Meanwhile, back in the classroom, the artists and builders began to construct the scenery. For each piece of scenery there were several volunteers. First of all they made a crayon drawing of the part for which they were responsible. When the drawing was completed it had to be approved by the student director of the play and then by the teacher. The purpose of this procedure was simple. The student director was responsible for correcting many of the errors before the drawing was submitted for final approval. This saved the teacher much time and a number of extra gray hairs.

Then the children began to paint their scenery. Panels made from refrigerator crates were used for the background.

Mr. Lloyd is a teacher in Battle Creek, Michigan.

Wooden supports were nailed to the bottoms of the panels to keep them upright. The name of each section was painted in large black letters on the back of the panel. On the front a rough outline of the scene was sketched and then painted.

While the sketching and nailing were going on the paints were mixed and set out for the children to use. After their sketch was approved the children could then go ahead and paint their panel.

After six periods of enthusiastic and aggressive activity the scenery was completed, the script finished, and the children began rehearsals.

Choosing the children to play the various parts could have been chaotic. As it happened, however, this was accomplished with great facility.

The cast of characters was written on the chalkboard and the children were asked to volunteer for the part that they most wanted. Their names were written opposite the character they wished to portray.

Since several parts had only one aspirant there was no problem at these points.

There were four parts that had several hopefuls. Trying out therefore seemed to be the best solution to the problem of which child should have the part.

A brief talk was then given describing the purposes of trying out for parts, and mention was made of the characteristics that an actor or actress needed. The children realized that they had to choose the child best suited for a particular part and that the child chosen had to display competency to handle the part. Furthermore, the children came to realize that it was

quite possible for their best friends to be without the necessary qualifications and that if they didn't vote for that person they were not being disloyal, but merely realistic.

So the hopefuls tried out for the parts they wanted and the children voted for the person giving the best performance. This procedure worked out very well and all of the children seemed satisfied.

From this point on few problems presented themselves. Rehearsals were scheduled. The children learned their parts. Scenery was repaired. Minor script changes were made as errors or lack of continuity became apparent.

Finally the play was presented to the entire school. It was such a huge success that the children decided to ask their parents to come to see the play some evening.

This experience of putting on a play proved to be most enjoyable. Not only was it fun for the teacher and the students, but it was a unique learning situation. It is true that the children learned to work together. It is also true that they learned much about reading, arithmetic, writing, social studies, art, music, and science. More importantly, however, the children learned to make intelligent decisions. This is a skill that must be learned just as outlining or dividing fractions must be learned. It is the responsibility of the teacher to set the stage, to draw out all possible facts, to furnish a wise word or two where needed so as to help children make these decisions. It never fails. Children always come up with what proves to be the correct choice.

Try it. Make your play. It is well worth while.

Spelling Can Be Fun!

Some children are natural-born spellers—very few words stump them; some children, after concentrated study, can master words; still others remain poor spellers all of their lives.

During my years of teaching I have experimented with many ways of teaching spelling, trying to make it interesting, purposeful, and lasting.

We do not use a spelling text, but make up one of our own. In September, each child is given a mimeographed booklet of words listed alphabetically, which is a tentative list, compiled from standard ones. The words are divided into three groups:

1. Words I must learn in Grade———
2. Other words I should learn to be a good speller
3. Words I may need in my school work

There are lined pages at the end of the booklet used to list words other than those listed, which the children have learned to spell of their own accord. Oftentimes this list exceeds the required one.

I feel that phonics, if taught correctly, will help slow readers and poor spellers, and in the long run an improvement will be noticed in all written work.

On Monday, using the list of words the children have, we prepare to build our word list for the week. We select root words that have a particular phonetic element we are studying at the time, such as *ea* which gives us the sound of long *e*. Words such as *beach*, *each*, *teach*, *speak*, *neat*, *treat*, etc. might be selected. Since we cover more than one phonetic element during a week (and because of the sched-

uled time in a school year), we use more than one element in building our list. We also select words which help growth and which cannot be spelled phonetically. These may be words encountered in other subject matter or in outside reading. Review words are included. The list is always long, so it becomes necessary to select the most important ones for daily needs. The rest may be learned by those who wish to. These make up the second and third groupings of words mentioned previously.

A master copy in cursive writing is then run off on the ditto machine. Particular care is taken in letter formation, letter connection, and alignment, so that each child may have as good a copy as possible, to visualize, study, and practice, which is also an aid to handwriting. Each weekly list is bound into an individual booklet which the children make. It becomes theirs permanently. Now that the work is planned, the children are ready to go ahead.

On Tuesday, a great deal of time is spent in going over the words one by one. During the first few months of school, a period of two days may be required to discuss the words. As the children progress, it can be accomplished in one day. The words are pronounced and used orally in sentences. If they are used incorrectly, the child is corrected immediately either by other children or by the teacher. Words having more than one meaning are brought to their attention. Rules such as

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adding prefixes to change the meaning, adding suffixes, forming plurals, capitalization, syllabication, alphabetizing, exceptions to rules of pronunciation (*ea* may also be pronounced with a short *e* sound as in *head*) and formation are discussed. As a word is discussed, it is written on the board. The children practice the word on paper. The amount of practice needed is left to the individual's discretion. In this way not only do the children learn about the word and how it is spelled, but they also cover much ground in reading, language, and writing skills. By constant weekly reviewing and application of rules and their exceptions, they become fixed in the minds of children. The application of the rules to spelling and written work becomes more automatic.

On Wednesday, the children write the words in sentences, riddles, paragraphs, or short stories. This is a good check on the individual child's ability to use the words correctly and independently. Selections are made from the written work to be used as a dictation lesson which is either written on the board, on paper, or both, by the children.

On Thursday, the children engage in many different activities, many of which can be incorporated into purposeful seat work. Some of these activities are:

Riddles which may be answered with a word from the word list.

Words are grouped on the board. Each word may have four spellings. The idea is to be able to check the correct spelling.

Again, selections from the written work are written on the board, omitting a difficult part or the phonetic element of a word. The children fill in the blanks.

Words are scrambled. The children unscramble them.

Original crossword puzzles are made. Words from the spelling list will fill in the blanks.

Many games, such as "Jump the Brook," "Stepping Stones," and "Baseball," are played.

The children look forward to the various spelling activities with anticipation.

At different intervals during the week a check is taken through dictation to see whether or not a child has mastered the words or is having difficulty. In the cases of difficulty, individual help is given.

Friday is the final check-up day. The words are dictated. A few sentences, a short paragraph, or short story using the words is also dictated. Each child keeps his own graph, which may be a bar graph part of the year and a line graph the rest of the year. Even arithmetic is incorporated! A class graph is also kept. Graphs are a wonderful incentive for improving individual and group spelling.

Because children learn at different rates of speed, it becomes necessary to have groupings. As time goes on, and their accomplishments are faster, most of them are able, before the end of the year, to catch up with a great deal of interest and pride.

A program of this type is a valuable one because it is a lasting one. Spelling does not become an isolated, unrelated subject. The carry-over into other subjects is noticeably improved, with less hesitation, and with more originality. The interest of the children is genuine. Parents and teachers are happy.

Improving Children's Literary Tastes

"Our children are woefully ignorant of good literature!" Of the many criticisms which have been hurled at the modern school, this is one. Although many recent criticisms of our schools have not been justified, this one seems to approach the truth in many cases. Many children have little or no knowledge of the classics, frequently not so much as a nodding acquaintance. Achievement test results, particularly in the west, bear out the disconcerting truth of this accusation. The important consideration is to try to determine what can be done to improve the situation in order that our children will not awaken some day to a bleak and empty adult literary world.

One reason for our schools having neglected the teaching of literature is that many of our basic reading texts have departed from the use of the classic stories, fairy tales, fables, myths, epics, and poetry. These excellent works have largely disappeared from among the selections now normally available to the modern child. Few, if any basic readers carry the story of the Gingerbread Man, The Three Bears, or Puss in Boots. In place of the classic selections, there are stories of modern life, most of which will not endure. However, what we seek is not excuses, but a solution to the problem of how to get children and good literature together.

Poetry Appreciation

Poetry has fared perhaps less favorably than any other of the above mentioned types of literature. The amount of space devoted to poetry in the readers has de-

creased markedly, and is in fact almost or entirely negligible in many readers. Some basic readers have removed all the poetry from the pupil's book and, as a substitute or supplement, a separate book of poetry has been prepared for the teacher to read aloud to the students. It is a worthy idea to make poetry reading an oral experience, but in reality some children have missed poetry almost entirely because some teachers were not furnished with their poetry book. In effect, it has been an "out of sight, out of mind" situation for many. It is true that the values of poetry are best made evident through oral reading, but poetry must be made available.

Teacher awareness of the need of poetry should stimulate adequate reading. One of the best ways in which the modern teacher can awaken and develop in his children an appreciation of poetry is by reading many well-chosen poems frequently to the class. While reading orally, teachers should make every effort to exploit interpretive passages to their fullest dramatic possibilities, in poetry as well as in prose. A teacher who loves poetry and who has practiced oral interpretation sufficiently to read it well can make poems come alive for children. One third grade teacher who enjoyed poetry practiced Milne's, *The King's Breakfast*, until he had mastered the British accent. He read the poem to the children, and as a result of their frequent asking for the poem, it

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was not long before some pupils in the room could say it with quite a convincing accent. This same teacher enjoyed all types of children's poetry and gave a wide variety to the students. Fortunate are the children whose teachers lead them into a broad appreciation for poetry. What could be more relaxing than listening to the music of Farjeon or Stevenson?

Good poetry anthologies should be in the hands of every teacher, plus several well-selected individual books of poetry such as Stevenson's, *A Child's Garden of Verses*, Laura Richards', *Tirra Litra*, Elizabeth Madox Robert's, *Under the Tree*, or Milne's, *When We Were Very Young*.

Literature Appreciation

Much of the present day lack of literary knowledge can be corrected if the proper steps are taken. One hopeful sign is that there are several good literature series appearing on the market to offset the paucity found in the basic readers. This should alleviate some of the problem. However, another pleasant way to help meet a portion of the need is to read aloud to the children. No doubt many adults recall with pleasure the pleasant times when they shared with their teacher the reading of *Heidi*, or *The House of Seven Gables*, or *King Arthur*. The teacher must surround children with books—books of many kinds to meet the varying reading levels and interests. This means that teachers must open books to the child and span the distance between his immediate environment and that of the farthest corner of the literary world. It may be an adventure story or a quiet descriptive passage of devoted home life. This common vicarious experience should serve to draw

teacher and students together in a common bond much as a physically shared experience would do.

By selecting carefully a teacher may be able to help children become acquainted with many story-book characters whose problems, standards, and ways of life throw light on their own problems. Human affairs are bewildering and depressing to children who are searching for a true sense of values. Many of these do exist in good children's books. There is, in fact, a rich colorful stream of books, from picture books and folk and fairy tales, to books about the universe, and books which point up the basic problems and values of life. Children may be helped to absorb some of the areas of their culture and to understand themselves better as the teacher reads *Blue Willow* or *Cotton in My Sack*. From hearing the reading of *Call It Courage* a child may sense a parallel to his own feelings in a situation which he may fear. He is also gaining knowledge of the South Sea Islands as he listens to the almost poetic descriptions which Sperry Armstrong so vividly portrays. Books of this type may expand, correct, and direct the inner picture the student has of himself and his relation to his environment. As the selections are read, children of the story may suffer from trials very closely allied to the present problem of today's child. Hence, the listener may share the hero's emotions. A boy, or even a girl, who is going through the transitional stage between childhood and adulthood should gain greater insight into his own problems when he hears of the struggles Miguel had in gaining recognition from the adult world in the book, *And Now Miguel*, by Krumgold. Stories of family life help to

interpret to the fortunate child the significance of his own family experience which he might otherwise take for granted. The less fortunate child who has missed these experiences of family life may find some vicarious satisfaction from these happy story-book events. Happy is the child who can become one of the Wilder children and share "Ma" and "Pa" and their family spirit as he forgets himself and becomes a living character in the book.

While reading to the students, an observant teacher will watch for significant pupil reactions to the story and often be able to gain greater insight into the social and emotional adjustments his pupils are apt to make to similar situations. For example, sadistic tendencies, compassionate qualities, or typical reactions to humor can often be detected.

Sheer enjoyment is a justifiable reason for reading good literature. It is good for a teacher and his group to share the fun of *Mr. Popper's Penguins* or *Ben and Me*. A book which removes children from the everyday problems or humdrum life, lets them relax as their funny bones are tickled, and allows them to lose themselves completely in another world, adds a worthwhile group experience which strengthens the bond between the teacher and his pupils. A teacher may bring excitement and adventure to children through the books which are read to them. They are given time to pause, meditate, and give their imaginations free rein as they are carried into a make-believe world—the child's world. Nowhere could one find a more fascinating and fanciful world than that described in *The Borrowers*.

The teacher should read to the chil-

dren for the purpose of extending reading horizons. Children can be led into this unexplored land of literature if they are taken by the hand and personally introduced to storyland characters. Oral reading to the children is one way to broaden the reading range and to accustom the child to move easily in the world of make-believe, realism, poetry, and nature. Literature can open the door to a young reader, the door to a keener perception of the world around him.

Various areas of current study in the classroom can be enriched through the reading of related literature. When a class is studying the medieval period, a child may gain real insight into life of the Middle Ages by living through Otto's experiences in Howard Pyle's, *Otto of the Silver Hand*. The vividness of this experience may remain with the child to the point of stimulating him to further independent exploration of this period. A student may develop greater interest in sea life through his identification with Clint in the story *Sea Pup*, by Archie Binns, and at the same time he may learn many facts about seals and Puget Sound. Other books may challenge students to separate science facts from fiction as they enjoy such stories as *Miss Pickerell goes to Mars*, by MacGregor, or Du Bois's, *Twenty-one Balloons*.

One of the most important values of oral reading to the children is to improve the literary understanding and tastes of the pupils. This is the thesis of this article. Interests are not fixed, in fact they are subject to many environmental influences, not the least of which is the influence of the teacher. The teacher's literary appreciation, or the lack of it, will "rub off" on the chil-

dren. It is essential that the teacher carefully select the books which are read to children because some children do not develop discrimination and maturity unless there is an effort to upgrade their selections.

Books should be so selected that they will lead to the broadening and maturing of the reading tastes of each child. It is a well-known fact that children can understand books of much greater difficulty when they are read to them. This gives the teacher the opportunity to promote the advancement of reading tastes by bringing the best of literature to all children. Superior students are stimulated to go on independently in their reading and the slow learners are given pleasures they would never achieve for themselves. Unless the teacher reads *Wind in the Willows*, the slow reader may never have the pleasure of knowing Ratty and Mr. Toad. Children are all equals as they listen to a well-chosen story; the bright and the slow may have different inner responses, but each is experiencing pleasure and sharing together with the others. There are few means of communication which reach the imagination, the intellect and the feelings of others as strongly as that of shared reading.

Regardless of these worthwhile values which have been mentioned, some criticism has been leveled toward this reading activity. No doubt justifiable reasons have existed for this criticism. An examination of the major derogatory comments about literature reading to children may point up some of the weaknesses and thus effect a correction. An over-emphasis of oral reading as a substitute for independent reading by the children has existed in a

few cases. However, the frequency of this occurrence does not justify the elimination of the value received when the teacher shares good stories with her children.

Perhaps a more common criticism of shared reading has been due to the poor selections chosen by the teacher. In one second grade room the teacher had read three Bobbsy Twins books to the children. There is little justification for reading even one of these books. In this situation much harm may have been done and much time wasted when one considers the importance of this opportunity to improve children's literary tastes. In one fourth grade room the teacher read several "stallion" stories, all by the same author. This particular type of book was fine for fourth graders, but they are capable of continuing the reading on their own, and the teacher could have improved their book offering with fairy tales, informational stories, and many other worthwhile types of books. A teacher is justified in reading one story of this type in order to stimulate further independent reading by the child, thereby developing new avenues of reading for him. Perhaps one of the most serious errors of literature reading was observed in a fifth grade class where the teacher was reading *Tarzan of the Apes*. Now Tarzan may have his place, but it isn't in literature. Another second grade teacher was searching for a "watered-down" version of Huckleberry Finn. Some colleges use this book as one of their selections for the college students to study. Even if the second graders were able to understand portions of the story, why spoil it for them when at a more mature age they will be able to appreciate it with all the humor that Mark Twain gave it? One senior college student

recalled that when she was in the sixth grade her teacher read several Nancy Drew and Hardy Boys books as part of their concentrated diet of mystery stories.

Perhaps one reason for these and other poor selections is that teachers either are not familiar with good literature, or they do not know how to recognize good selections. The following list contains suggested criteria for determining the value of a book to read to children. A book that is being considered should meet each of these criteria:

- a. Does it fit one or more of the basic needs of children, namely, the need to be loved, the need for aesthetic satisfaction, the need to find out about the world in which we live, the need for change, the need to achieve, and the need for security?
- b. Is this a children's classic, or has it been given sufficient recognition by the *Horn Book*, the book section of *Elementary English*, or some other reliable evaluative agency to be worth the time it will take to read it? Has this book been awarded the Newbery or the Caldecott Award for children? It is necessary to read the majority of the Newbery Award books to children because as the Rankin study shows, most of these books are too difficult to be read by the majority of children as their free choice. These award books are to share orally with children.
- c. Have the majority of the children matured sufficiently so that they will have a maximum appreciation for the story? For example, *Charlotte's Web* will be better understood and appreciated by third or fourth graders than by younger children.
- d. Is this the type of book which will upgrade the literary tastes of the children? Will it help them to select books of a higher quality?
- e. Will this book add variety to the types of books which have been given to the children this year? Have the books been chosen from all the areas of literature?

- f. Does the story have sufficient theme to support a good plot? For example, *Growl Bear* is a charming story of a socially misunderstood isolate bear, who solved his problem and gained acceptance by his group.
- g. Are the characters real and dynamic? Does Arreity of *The Borrowers* remain in your memory as a real character? Are you reminded of Charlotte everytime you see a spider, and has *Charlotte's Web* tempered your attitude toward spiders?
- h. If illustrations are used, are they interpretive of the story? In children's books the illustrations are often as important as the content of the story. Books should be genuine pieces of artistic effort in which the art of writing and illustrating have united to create a whole capable of giving joy to children.

At one time educators assumed the duty to select great books, then proceeded to teach children why they were really great. Now we realize that we must lead children to books. It is assumed that one of the responsibilities of the teacher is to guide children into a broad field of reading and to balance their literary diet. A mother does not allow her child to select his food diet from chocolate sodas, bubble gum, soda pop, and hot dogs. Instead, she determines what should constitute a basic diet. In the same way teachers lead children into an appetite for good literature. Guidance must be a gradual upgrading, or some children will show no improvement as the years go by but will remain in the comic book stage. If children were not introduced to some types of books, think how many good books would go unread!

Reading aloud to children is a natural approach to worthwhile aims in literature. It will help the child realize that he too can share in the fascinating store of imagi-

(Continued on Page 204)

BEN A. BOHNHORST
AND
SOPHIA N. SELLARS

Individual Reading Instruction vs. Basal Textbook Instruction: Some Tentative Explorations

Purposes

As part of an action research program some of the primary grade teachers at the Spring Street School in Atlanta decided to make comparisons between (a) teaching reading by means of individualized programs of reading instruction, and (b) teaching reading by means of their regular programs employing their basal series of reading textbooks. The purpose of this discussion is to report their findings.

The reader will note that the findings reported here are only very tentative at best. The teachers' main purpose was to try their hand at conducting individualized reading instruction to see for themselves out of direct experience how this approach compared with their usual practices. Thus the purpose was intentionally only exploratory rather than rigorously experimental. Tests were administered to the children at several different times, but the results obtained must be taken only as suggestive indications, which perhaps warrant further more rigorous study in the future.

Framework for the Study

This exploratory study of individualized reading instruction had two phases: (I) During the 1956-57 school year, five of the six primary teachers (there are two teachers at each grade level) undertook to try out individualized instruction for a period of eight weeks. The five teachers included one first grade teacher, both of the second grade teachers, and both of the third grade teachers. Between September and January, these teachers prepared for the trial period by reading in the

literature on individualized instruction and planning together how they would proceed. Then the period between the middle of January and the middle of May was divided into two periods of eight weeks each. Each teacher proceeded with her basal textbook program during one period and pursued an individualized program during the other period. Reading Achievement tests were given at the beginning and end of each period (*i.e.*, in January, in March, and in May). Intelligence scores were also obtained on the children. Four of the five teachers continued using the basal program during the January to March period, and then switched during March to May to an individualized program. But one teacher (a third grade teacher) launched her individualized program between January and March, and then shifted back to a basal program between March and May.

Thus, all teachers used their basal programs, from September to January while they studied individualized procedures, and then divided the rest of the year between the two types of programs as follows:

GRADE	JAN-MARCH	MARCH-MAY
I-A	Basal	Individualized
II-A	Basal	Individualized
II-B	Basal	Individualized
III-A	Individualized	Basal
III-B	Basal	Individualized

Hence the fact that teacher III-A tried an individualized program first provided something

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of a "control" on the others.

(II) During 1957-58, one of the second grade teachers (II-A) and one of the third grade teachers (III-A) chose to continue employing individualized reading programs in their classes. This fact made it possible to follow through in an exploratory way with children who had experienced various types of programs over a two-year span. Some of the children who were in I-A during 1956-57 were placed in II-A during 1957-58 and some were placed in II-B during 1957-58, where only basal instruction was used. Similarly, some of the children who had had only basal instruction in the first grade in 1956-57 (in class I-B, where the teacher preferred not to try individualized teaching) moved into II-A in 1957-58 where individualized instruction was presented, and some moved into II-B, where basal instruction was continued. Hence a follow-up check on four groups of children (arbitrarily designated P, Q, R, and S) was made possible:

	1st Grade 1956-57	2nd Grade 1957-58
Group P ₁₋₂	Some Individ. Instruction	Some Individualized Instruction
Group Q ₁₋₂	Some Individ. Instruction	Basal Instruction Only
Group R ₁₋₂	Basal Instruction Only	Some Individualized Instruction
Group S ₁₋₂	Basal Instruction Only	Basal Instruction Only

Among the children moving from the second to the third grade, it was possible in 1957-58 to follow-up only on P and Q type groups—*i.e.*, on children who had had some individualized instruction in 1956-57, some of whom went on into III-A where individualized instruction was continued, and some of whom went into III-B where only basal instruction was employed:

	2nd Grade 1956-57	3rd Grade 1957-58
Group P ₂₋₃	Some Individualized Instruction	Some Individualized Instruction
Group Q ₂₋₃	Some Individualized Instruction	Basal Instruction Only

Reading achievement tests were given to all these children in April, 1958 to see where they stood near the end of the two years of exploratory study. And, it is to be remembered, intelligence scores were also available on the children.

Further, it should be noted that for the purposes of these exploratory experiences, the teachers who decided to try out individualized instruction decided to do so *only with the ablest readers in their classes—i.e.*, only with those who would normally be placed in the "top reading group" in a typical primary class divided into three or four reading groups. This fact means that the N's in the groups being considered here are very small, ruling out hope for tests of statistical significance of any differences observed between groups.

Definitions of Terms

Some indication should be given of what is meant by the terms "individualized reading instruction" and "basal reading instruction." No

precise definitions can or need be offered here, but some indication of the distinction between the two approaches may be offered.

By "basal reading instruction" reference is made to the kinds of approaches recommended in the teachers' guidebooks which accompany the series of readers so widely used as texts in the primary classrooms of this country today. These approaches, to be sure, are rich and

varied, and the guidebooks contain many recommendations for adapting instruction to individual needs. The approach urges teachers to guide children in using the library and in selecting supplementary books to aid children in growth in reading. It usually includes specific suggestions for related experiences in children's literature. But it also provides a series of graded readers to be used by the children as a common set of basal texts. Typically children in a class are grouped into reading groups of roughly equivalent levels of reading ability, and one main portion of the instruction centers about a given group's working together at interpreting in various ways the common set of passages for the day, which are at the children's average level of ability. Thus "basal reading instruction" typically presents a common core of graded reading experiences, to which individualized, supplementary reading experiences may be related. It is fair to say that it is a standard approach in the primary grades of the public schools of today. Most teachers employ a set of basal texts and rely extensively on their accompanying guidebooks. Full discussion of the approach may be found in such a work as that by Yoakam (4).

Perhaps the best way to indicate what is meant by "individualized reading instruction" in this study is to quote directly from one of the participating teachers (III-A) as she describes some of her procedures:

Ideally, I would have placed the children in a generously supplied library and allowed them to choose their own books. Since this was not possible during school time, the cooperation of the children's librarian at the Ida Williams Branch of the Atlantic Public Library was enlisted. We discussed the project and the children at length, and I gave her a card file on the children, presenting a brief sketch of each boy and girl—personality, peer relationships, family background, achievement at school, hobbies, interests, and three wishes stated by each child.

The librarian selected three books at a

time for the children. During the eight-week period every child read the twelve books which had been selected especially for him, and many read additional ones from the room library and other materials, such as newspapers, magazines, and leaflets. They also consulted reference books, maps, the globe, and an atlas.

The children and I planned cooperatively the use of reading periods which lasted about fifty minutes daily. Most often the children desired time to read silently; but their interests also led to reading favorite passages to each other or to the teacher, drawing pictures, performing science experiments, identifying rocks in resource materials, locating places on maps and the globe, looking up things and places in the encyclopedia, atlas and other reference books, listing the books read, working on word lists and finding new words in the dictionary, writing reviews of books especially enjoyed, and reporting on these books.

We used a tape recorder to let the children hear how their reports sounded, and the tape of this "sharing" was played at a parents' meeting. Some of the children were increasingly stimulated to do more creative writing, and many stories and several books were written and illustrated. From this activity arose a great deal of interest in authors and illustrators.

A significant characteristic of this type of instruction is the relationship between the pupils and their teacher. A very free and easy exchange of ideas and feelings promotes and encourages interest. Sensitivity is necessary in order to keep the needs of the child in mind. Each child had individual conferences with me when he could tell about what he was reading and discuss his activities. Children were permitted to read at their own rate and helped individually, as needed, with word recognition and analysis, comprehension, and expression. Although these children had never disliked reading, their enthusiasm now abounded. They cared for the library books and resource materials, assuming responsibility for their distribution and collection.

As the experimental period ended, I asked the children if they had approved of the way their reading period was con-

ducted and what they liked best about it. Unanimously, they liked individualized reading. Things most liked were "reading many books," "using the reference books," "reading silently," "not listening to someone else read so much," and "doing something with what we read."

In general it may be said that a program of "individualized reading instruction" is to be distinguished from a "basal" program in that no reliance is placed on a single or common set of systematically prepared graded readers for all to use. Instead, reliance is placed on providing the child with as broad and rich a variety of reading resources as it is possible to obtain, and on guiding the child in selecting those materials and experiences most individually suited to his needs, interests, purposes, and abilities. The program for each child is more nearly individually tailored to meet his situation. Hence the term, "individualized reading instruction." A good discussion of this approach, along with a useful bibliography, may be found in Lazar (1). Also, a well-rounded collection of articles on this approach has been gathered together by Miel (3).

Results of the Study

The results of the study may be partly sum-

marized by means of tables of scores. Table I lists reading achievement scores in terms of grade-equivalents for the five classes which explored individualized reading instruction during 1956-57. Grade-equivalents are listed, since different tests were used in different classes: the Metropolitan Achievement Primary I was used in I-A, the Metropolitan Primary II was used in II-A and II-B, and the Durrell-Sullivan Reading Achievement test was used in III-A and III-B. The IQ averages were all derived from Otis Quick-Scoring test scores.

The high average IQ scores in Column 3 are not surprising, since the children whose scores are represented here are the top performers in each class.

Of particular interest in this phase of the study are the mean differences listed in Columns 7, 8, and 9. Column 9 lists the total overall mean differences in scores between January and May. These children gained on the average a full year in grade-equivalent scores over the four month period. Top readers may be expected to gain more than average expectancy over a given period of time. Nevertheless, these figures in Column 9 speak well for the general caliber of instruction among the five classes.

TABLE I

1. Class	2. N	3. Average IQ	4. Aver. Ach. Jan.	5. Aver. Ach. March	6. Aver. Ach. May	7. Mean Dif. Jan.- March	8. Mean Dif. Mar.- May	9. Total Mean Dif.
I-A	14	121.4	1.6	2.3	2.5	0.7	0.3	1.0
II-A	14	117.0	3.4	4.2	4.3	0.8	0.1	0.9
II-B	14	118.3	3.4	4.4	4.6	1.0	0.2	1.2
III-A	15	108.7	4.6	5.3	5.7	0.7*	0.4**	1.1
III-B	15	112.1	4.9	5.3	5.6	0.4	0.3	0.7
Averages						0.7	0.3	1.0

**This mean difference is for *dividualized* instruction, whereas the other figures in this column are for basal instruction.

**This mean difference is for *basal* instruction, whereas the other figures in this column are for individualized instruction.

Column 7 lists the gains for the first period, January to March; and Column 8 lists the gains for the second period, March to May. The reader will recall that all the teachers (except III-A) used a basal program during the first period and an individualized program during the second period. Teacher III-A, on the other hand, used an individualized program during the first period, followed by a basal program. But there are no indications presented in Columns 7 and 8 of differences as a result of the different programs. Instead—rather surprisingly—all five groups consistently gained more during the first period and less during the second period, regardless of which type of program they were using at the time.

In reflecting on these data, the teachers remarked that they did seem to be able to make more progress in the winter than in the spring—that the children and the school program seem more settled and stable between Christmas and the beginning of spring than after spring arrives. Another explanation might be that the January test contributed more to the children's becoming "test wise" in March, but that a relatively slight amount of "test wisdom" accrued on the test in May. Whatever the explanation for the relatively greater apparent gains during the first period, there is surely no evidence whatsoever from these bits of data regarding the relative merits of individualized vs. basal reading instruction.

As the teachers examined the scores of individual children, they noticed the following pattern in the test data: consistently in all five classes, children who appeared to gain most during the first period tended to gain least during the second period; and conversely children who appeared to gain least during the first period, tended to make the greatest gains during the second period. A product moment correlation coefficient between the individual gains in scores during the two periods for all 72 children was calculated. The negative relationship was, $r = -.39$.

At first the teachers thought this pattern suggested that there are some types of children who profit more from individualized instruction and less from basal instruction, and that conversely those children who profit more from basal instruction tend to profit less from individualized instruction. This interpretation is far less likely, however, than the explanation simply that random errors of measurement account for the observed negative correlation between gains on test scores. That is, individuals who appeared to gain most during the first period probably had greater net positive errors of measurement attached to their scores. They would be likely to have lesser net positive errors, or even negative net errors, attached to their scores between the second and third testings. Hence they would tend to appear to gain the least during the second period. The same explanation in reverse would account for those who appeared to gain least during the first period and to gain most during the second period.

The results of the second phase of the study, which followed in 1957-58 with groups of the same children who had been tested in 1956-57, are summarized in Table II. Column 5, headed "Instructional Programs" indicates whether the group moved from an individualized program to an individualized program (I to I), or from an individualized program to a basal program (I to B), and so on. The first four groups listed (P_{1-2} to S_{1-2}) are groups of children who moved from first to second grade between 1956-57 and 1957-58. The last two groups (P_{2-3} and Q_{2-3}) are groups which moved from second to third grade.

The columns of particular interest are Columns 6 and 7, which list the final achievement in terms of grade-equivalents for these groups of children after the two year's exploration of individualized reading instruction. Notice that the P_{1-2} group which had some individualized instruction both years has both the highest average achievement among the

first four groups (5.5) and the widest range in achievement scores (4.8). The two groups (Q_{1-2} and R_{1-2}) which had some individualized instruction in either the first or second year both averaged 3.7 grade-equivalents, and both groups had a range in achievement of approximately two full grade-equivalents. The group which experienced only basal instruction exclusively (S_{1-2}) averaged in achievement very nearly as high as Q_{1-2} and R_{1-2} (3.6, compared with 3.7), but the S_{1-2} group had a range in achievement of only one full grade equivalent.

is suggested by these slender straws of data, in short, that individualized instruction both lifts the ceiling and broadens the scope of development in reading. At the same time, it is suggested that these results are not immediately apparent, but that they may tend to accrue over a two or three year period.

These suggested interpretations tend to be both corroborated and tempered by the scores for the last two groups (P_{2-3} and Q_{2-3}) in Table II. The average achievement for P_{2-3} (6.5) is higher than the achievement for Q_{2-3} (5.5), but not as much higher as the achieve-

TABLE II

1. GROUP	2. N	3. Av. IQ	4. IQ. Range	5. Instructional Programs	6. Av. Ach.	7. Ach. Range
P_{1-2}	5	116.6	21 pts.	I to I	5.5	4.8
Q_{1-2}	8	123.8	24 pts.	I to B	3.7	1.9
R_{1-2}	6	118.0	26 pts.	B to I	3.7	2.0
S_{1-2}	6	114.5	18 pts.	B to B	3.6	1.0
P_{2-3}	10	122.9	33 pts.	I to I	6.5	3.7
Q_{2-3}	9	115.2	32 pts.	I to B	5.5	3.5

Discussion

Perhaps partly because the N's are so small for these first four groups in Table II, there is no statistical significance among these observed differences. Yet it is possible that these scores represent real differences. If they do, then one interpretation which is suggested is as follows:

For children who are among our ablest readers, individualized reading instruction tends to increase average levels of achievement over basal reading instruction and to widen the range of individual achievement. These effects are probably caused by some combination of such factors as the following: (a) in individualized programs the children could be relatively freer to pursue their own particular interests in reading, (b) they could be relatively freer to develop their abilities at the peaks of their own rates of development, and (c) they would probably encounter greater varieties of reading materials, which might serve better both to stimulate interest and to challenge ability. It

ment for P_{1-2} is above that for Q_{1-2} . And though the range in achievement for P_{2-3} (3.7) is greater than for Q_{2-3} (3.5), it is only very slightly greater.

The net result from these exploratory findings is only a suggestion which might be used in guiding further more rigorously controlled investigation into the relative merits of basal and individualized reading instruction. The suggestion is that in the longer haul individualized instruction may enhance the development of abler readers. But this is only a suggestion and needs confirmation from further research before it be accepted. And investigation might be directed further into the relative effects of individualized instruction on readers with ordinary or limited ability. A recent review of researches by other investigators into individualized reading instruction may be found in McCullough (2).

Finally, it should be noted, the five teachers who initially undertook in 1956-57 to try their
(Continued on Page 202)

Persuasion and Personality: Readers' Predispositions as a Factor in Critical Reading

Teachers of critical reading and thinking generally agree that there are certain minimum essentials for the evaluative process: intelligence, a background of information, a willingness to be objective, and some command of the techniques of evaluation. The third of these requisites is probably the source of the most frustration for teachers of critical reading and logical process, since it is so often apparently impossible to induce the reader or thinker to lay aside his prejudices and consider the evidence objectively. The logic instructor does not expect to increase a student's intelligence through educational process; therefore he is not thwarted by failure to do so. But most good teachers never abandon their efforts to develop a critical objectivity in their students, and these teachers experience occasional disappointment when students cling to unscientific biases. It is not uncommon for a conscientious teacher to feel thwarted when his thorough explanation of the lack of any real basis for the concept of racial inequality is followed by a condescending acceptance by the student, and then by the statement, "Yes, but I still wouldn't want a Negro to marry my sister." Instructors of subjects other than social studies experience similar defeat when their students reflect uncritical predispositions in other directions. The next few pages are devoted to a review of the investigations which have sought to determine the effects of biases and attitudes on critical reading ability.

Although Wayland Osborn did not specifically study the effects of attitude on critical reading skills, he presented a delimitation of intelligence and background information when

he concluded: "While the possession of knowledge and intelligence is no doubt necessary in order to do critical thinking, the results of this experiment strongly suggest that an individual may, according to commonly obtained measures, possess both these traits to a high degree and yet be highly susceptible to propaganda influences."¹ After an investigation to be considered in detail later in this review, Rex Collier delimited the factor of "command of the techniques of evaluation" when he concluded: "Attitudes of individuals who are well informed regarding the character and purpose of propaganda and who may at the same time approach it analytically can, nevertheless, be positively influenced by the materials studied. The inhibitory quality of the kind of insight with which these subjects approached the propaganda has apparently been overrated in the past." Collier stressed the importance of the personality-attitude factor with this subjective judgment based on his research:

In our approach to the problems of attitude and the acceptance or rejection of opinion we have probably given too little attention to latent content or un verbalized orientations of the personality. Anxieties, fears, and desires which have developed over a long period of time create patterns of predispositions of which the individual may not be clearly aware. To know these predispositions is to know how the individual has related himself to or participated in his culture pattern, for such predispositions frequently reflect conflicts and trends in the social field. It is to know also his areas of principal vulnerability

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to any propaganda . . . Of considerable importance, therefore, are the techniques which should be developed for studying latent attitude orientation.²

Actually, there is very little research on critical reading for which elementary or secondary pupils have served as subjects, and of course, there is even less research at these levels which is concerned specifically with the effects of reader biases and attitudes. It is not difficult to suggest reasons for the dearth of research on reading prejudices among school-age children. Perhaps the simplest reason is that much of the experimentation has been done by college professors for whom college-age subjects are much more readily available. Also, it is very likely that many investigators have assumed that pre-college students lacked sufficient academic maturity or sophistication to be ready for much critical reading. It is certainly true that many teachers feel that children in the elementary grades should be concentrating on the more direct aspects of reading, and this point of view has been strengthened among the general population by certain of the attacks on reading methods by writers who fear that "we are not teaching reading correctly" in today's schools. The overwhelming majority of such writers emphasize the mechanics of reading, and pay no attention to the more intellectual aspects such as critical reading.

While educators and psychologists have not done much about teaching or investigating critical reading among children, the agencies which strive to take advantage of the uncritical acceptance of children have been busy with research designed to induce youngsters to buy and to badger their parents into buying. The fifteenth chapter of Vance Packard's best-seller, *The Hidden Persuaders*, is devoted to the research and propaganda of advertisers who are trying (with considerable success, apparently) to captivate the psyches of children.³ While Packard's chapter is very interesting, it is not appropriate to summarize it in this discussion,

and it is mentioned only to point up the necessity for academic research and teaching which will prepare children to evaluate the results of the motivational research of the Madison Avenue advertising industry.

If there is a classic in the research on the effect of attitudes upon critical reading of school-age children, it must be Helen Crossen's investigation of ninth grade students. Crossen sought to discover the relationship between students' attitudes toward a subject and their ability to read critically about that subject. She began by giving an intelligence test, a reading comprehension test, and a two-pronged survey of opinions to each student. The survey was designed to probe students' attitudes toward Negroes, on one hand, and toward Germans, on the other. Crossen's subjects then performed on a two-section test of critical reading ability, one section of which contained material about Negroes, and one which was about Germans. When student attitudes toward Negroes and Germans were compared with abilities to read critically on these two subjects, the following results were observed: The critical reading ability of the students who were favorably disposed toward a subject was not different from that of students who were indifferent to the subject. Students who were initially biased against Negroes were significantly less able to read critically about Negroes than were the students who were indifferent on the subject of Negroes. However, no such similar trend occurred with respect to students who were initially prejudiced against Germans. Crossen attributed this difference in response to the fact that the subjects had some firsthand contacts with Negroes, whereas Germans seemed much more remote to the pupils. From this logic, she further generalized that "the more personal, immediate or intense the feeling, the greater the likelihood that it will prove a barrier between the reader and an accurate interpretation of the material to be read."⁴

A rather heterogeneous group of 131 Danish adults constituted the sample in a propaganda analysis experiment conducted by Holger Iisager. The subjects were asked to rate the extent of their agreement or disagreement with each of four paragraphs which represented four different propaganda views. Next they were requested to judge objectively the persuasiveness of each propaganda paragraph. The analysis of results indicated that only the subjects who moderately agreed with the expressions of propaganda were able to judge the persuasive effect of the propaganda with reasonable objectivity. Subjects who were indifferent in their reaction to a paragraph often judged it to be low in persuasiveness. Iisager feels that "an explanation of this may be found in the initially adverse attitude of the subjects towards all propaganda, which must be counterbalanced by a moderately favourable attitude towards the ideas of the propaganda statements in order to induce the subjects to regard the propaganda from more than one angle."⁵

The research by Rex Collier, mentioned briefly earlier, was planned to ascertain "whether and to what extent the attitudes of a group of individuals will be affected by propaganda material even though they are clearly aware of its designs and are critically examining its content." Collier first administered to one of his classes a test of attitudes toward Germans. This was followed by direct instruction on the nature and techniques of propaganda, plus an assignment in the library. The students were further informed that they would be required to write an analysis of the propaganda, using the principles they had learned in class. About four weeks after the first test of attitudes toward Germans, the students were given another such test, and in spite of their training in propaganda analysis, the subjects were affected by the propaganda they had read, as indicated by their somewhat more pro-German attitudes on the second test. Collier

stated that "the chief result of the foregoing study indicates that even though individuals may be clearly aware of the nature of the propaganda—may even have an analytical approach to it—their attitudes may still be shaped in directions favorable to the propaganda."⁶

Perhaps the most extensive research on the effects of mass media of communication on the individual has been done over the past decade by Carl I. Hovland and his colleagues at Yale, with an increasing emphasis "on evaluating the mediating processes involved in attitude change."⁷ Although their efforts rather remind one of the kind of experimentation which results in data eagerly anticipated by the Madison Avenue mass manipulators, at least the teacher of critical reading can learn from the communications researcher what "the other side" is accomplishing. Of course, much of the data utilized by the communications research worker has evolved from the labors of orthodox psychologists and social psychologists. Since the communications researcher views himself as the natural heir of the field of mass media effects, however, for convenience the entire body of research will be spoken of here as if it was uniquely his.

The existence of predispositions in the reader, listener, or viewer who is to be persuader has long been appreciated by the communications specialist and his kinsmen. For example, P. F. Lazarsfeld, Bernard Berelson, and Hazel Gaudet concluded in 1944 that the majority of the people who voluntarily expose themselves to political propaganda are those who are already prejudiced toward one party's candidate and whose minds and votes are most impervious to change.⁸ R. K. Merton's 1946 analysis of a Kate Smith war bond radio "marathon" stressed the importance of the predispositions of listeners in effecting bond-buying activity.⁹

Other studies tell of experiments in which the prejudices of the audience are purposely

brought into play in a persuasive situation. Herbert C. Kelman and Hovland exposed high school students to a discussion of juvenile delinquency in which three different speakers all took the same viewpoint—that extreme leniency should be employed toward juvenile offenders. The first speaker was identified as a juvenile court judge, the second as a man chosen at random from the studio audience, and third as a person who had formerly been a juvenile delinquent and was currently out on bail after an arrest for dope-peddling. The implication was made that the third speaker's stand for leniency was based upon self-interest, and in addition this speaker was allowed to articulate his disrespect of the law, the community, and his own parents. Naturally enough, most of the children were motivated by their law- and parent-respecting predispositions to react unfavorably to the third speaker, only nine percent even judging him to be "highly qualified to speak on the topic of juvenile delinquency" though he had been such a delinquent himself in youth.¹⁰

As indicated before, little experimentation has been attempted on attitude-change of small children in response to communications. An exception was a study by K. Duncker, published in 1938. A group of English nursery school children were told a story in which the two heroes demonstrated a violent dislike of white chocolate. The heroes strongly relished a rather sour substance, on the other hand. Following the story, and on the second, sixth, and twelfth days afterwards, the children were presented with samples of the two foods, asked to taste them, and questioned as to their preferences. On the first day nearly seventy percent of the children chose the heroes' preference, on the second day less than fifty percent did so, on the sixth day only thirty-six percent, and on the twelfth day the heroes' choice did not appear to be a factor.¹¹ In regard to predispositions, it might be added to this account that it can

be supposed that the children were predisposed to emulate the heroes, as they probably were for all story-heroes, but had a stronger and more lasting prejudice against the kind of food the heroes enjoyed. Any child raised in the 1930's or early 1940's, or his parents, can perhaps recall the neutral or only temporary effect of Popeye the Sailor's fanatical preference for spinach.

Judging from what the communications researchers have unearthed, it appears feasible to divide predisposition considerations into two groups; however, any such division is probably artificial because of the inherent interaction between the two. The groups resulting from such a division might be termed "individual considerations" and "social and cultural considerations."

Individual considerations. The mass persuaders of Madison Avenue may suppose the day that a deep freeze will be sold to an Eskimo is only a matter of discovering the sub-surface essentials of that Eskimo's psyche. As Hovland has summarized:

It has been thought by some writers that there are underlying tendencies to be swayed by communications or to resist. Adequate investigation of the generality of such tendencies has not been made. It is interesting to speculate on the hypothesis that there may be some individuals who are highly suggestible, being influenced almost regardless of the content of the communication, some who will respond to one communication and not to another in appropriate fashion, and still others who will not respond or who will even react adversely to all communications.¹²

Hovland, Irving L. Janis, and Harold H. Kelley give a great deal of attention to two factors they feel are extremely significant in determining how a person reacts to a given piece of persuasive material. These are (1) intellectual ability, and (2) personality predispositions and motives. Although a discussion

of the intelligence factor is outside the scope of this review, it should be remarked in passing that critical ability seems to increase with increased intelligence and/or formal education. Less is certain regarding personality factors. The authors discuss several hypotheses. One of these is that those with low self-esteem are most malleable. Another is that individuals with high inflexibility under persuasion tend to be unsociable, irritable, aggressive, and even psychoneurotic.¹³ Janis' more recent experiments tend to reinforce the concept that persons who are identified as neurotic are most resistant to changes of mind in the face of persuasive communications, while a correlation is seen between persuasibility and "social inadequacy," "inhibition of aggression," and "depressive affect."¹⁴ It appears, in short, as though the student with psychological abnormalities is likely to be either a totally uncritical or an ultra-critical reader.

Social and cultural considerations. The social and cultural environment of any individual apparently has great effect on the individual's critical discernment. A good example of this factor is represented in Lloyd L. Ramseyer's experiment with the persuasive effects of propaganda movies on children. Significant changes in attitude toward the Works Progress Administration were produced in the children by the films involved, and after two months the attitudes found still differed significantly from those originally held. Another most interesting feature was the author's comparison of attitude changes by children from various occupation-group families. His conclusion was that changes in attitude were relatively slight among children of fathers engaged in the professions, but considerably greater among the children of white-collar workers, farmers, and laborers.¹⁵

If it is true that acute lack of self-esteem and other psychological abnormalities have a bearing on how critically one is liable to con-

front persuasive materials, then a child's membership in a racial, ethnic, or religious minority group is another variable. Kenneth B. Clark, in his discussion of the adverse psychological effects of race prejudice on children, notes how the awareness of anti-minority prejudice in Negro children, Amish children, children of Italian-born parents, certain Indians living in the South, Mexicans living in the Southwest, and recent Puerto Rican immigrants in New York City is associated with a host of detrimental results including deep feelings of inferiority and even self-hatred, social frustration, feelings of martyrdom, aggressiveness, withdrawal tendencies, and deeply distorted notions of reality.¹⁶

Possibly an example of how minority memberships result in critical evaluations that differ from those of non-minority individuals is provided by the experiment of Mildred J. Wiese and Stewart G. Cole. These investigators noted the responses to a movie, *Tomorrow the World*, by upper-class children and underprivileged children, the latter number including Mexicans and Negroes. All were asked to suggest treatment for a Nazi-indoctrinated boy in the movie. The responses of the upper-class children were essentially "rational" and "educational" in approach, while the underprivileged children tended to evaluate the problem in terms of the subject boy's emotions, especially his need for comradeship.¹⁷

Max Deutscher and Isidor Chein found in a poll of over five hundred social scientists who had published articles in the field of race relations that eighty-three percent felt that racial segregation has harmful psychological effects even on those who enforce it, some maintaining that segregation harms the enforcers even more than the victims. Happily, in view of this conclusion, several research workers have indicated that anti-minority discrimination can be altered in individuals; in fact, considerable research is being done under

the auspices of the American Council on Race Relations and other organizations to this end, including examination of the effects of lectures and motion pictures as well as printed material. A good example of the results derived from experimentation with reading was that done by H. H. Remmers among school children, with results indicating that children's evaluation of minorities could indeed be changed.¹⁹

Patricia L. Kendall and Katherine M. Wolf, however, have demonstrated how an individual's prejudices can disrupt this anti-discrimination indoctrination process. This example, incidentally, is a fine case of reader predisposition hampering the critical reading process. The experimenters asked a number of persons to identify the theme of a series of cartoons. The cartoons depicted one "Mr. Biggott" who displayed anti-minority prejudices and an unpleasant disposition. The investigators determined that sixty-eight percent of those who misinterpreted the cartoons were themselves predisposed against minority groups. Concluded the authors: "Because the cartoons portrayed bigots in such an uncomplimentary fashion, correct understanding carried with it a threat to the self-image of the prejudiced reader. He was therefore predisposed *not* to understand that the cartoons dealt with prejudices or that they ridiculed persons who held such attitudes." Those readers, on the other hand, who had expressed concern with the problem of anti-minority discrimination were those who readily interpreted the cartoons correctly.²⁰ The experiments conducted by Eunice Cooper and Helen Dinerman,²¹ and those of Cooper and Marie Jahoda,²² revealed similar misconceptions of persuasive material.

Other social and cultural considerations of predisposition abound. Matilda White Riley and John W. Riley, Jr. performed a study of children's reactions to mass media, and concluded that reactions vary between children who belong to peer groups and those who do not.²³

Ruth W. Berenda's examination of this question of group influence on the judgments of children also revealed that the opinion of the peer group is critical. Children from ages seven to thirteen were involved in two experiments. In the first of these, each child tested was confronted with the unanimous opinion of his peer group; in the second, his teacher gave him a wrong answer. The object was to see how the individual child reacted. It was found that most children followed the opinion of the peer group, especially those children from ages seven to ten. On the other hand, few children accepted the wrong answer of the teacher as being correct. Apparently the prestige of the teacher did not outweigh the peer influence factor.²⁴ The results of Berenda's study tended to corroborate that of Duncker, noted above, in regard to prestige and peer considerations.²⁵

Harold H. Kelley and E. H. Volkart tested the hypothesis that if one's estimate of the group to which he belongs is particularly high, one is unusually resistant to a change of mind in the face of persuasive arguments opposed to the group norm. Their experiment took the form of attempting by lecture to change the opinions of a group of Boy Scouts, the speaker taking the stand that the boys would profit more from learning about their urban environment and its problems than from studying woodcraft and forest lore. Of course, the Scouts did not afterwards reveal a great deal of attitude change regarding the value of woodcraft and forest lore, leading the investigators to feel that their hypothesis was substantiated.²⁶ Kelley also has tested attitude-change resistance within the context of religious affiliation.²⁷

The fact that some workers have identified a correlation between sex differences and differences in response to propaganda should be mentioned in any discussion of this nature, even though this is hardly a "social and cultural consideration." This correlation does not appear to be very consistent. Ramseyer's study of re-

action to filmed propaganda, noted above, revealed a definite difference in male and female responses.²⁸ On the other hand, the experiment conducted by Iisager, also mentioned previously, resulted in no such differences.²⁹

Should this review of some features of the reader-predisposition factor in the consideration of critical reading seem a bit discouraging, a bright spot is provided by M. E. Carver in his comparison of the effectiveness of persuasion by radio and by reading. Concluded Carver: "If other conditions are kept constant, the mental functions of recognition, verbatim recall, and suggestibility seem more effectively aroused in listening; whereas attitudes and discriminating comprehension are favored by reading."³⁰

The teacher must be aware, however, that the experimental efforts of communications specialists illustrate that a critical reading curriculum cannot ignore the reader-predisposition factor. The teacher may compensate by deluding himself into thinking he faces a class of essentially homogeneous personality; however, the public school class of today is rare that does not contain critical divisions along the lines, not only of intelligence differences, but of racial differences, family socioeconomic status differences, religious differences, a generous variety in degrees of psychological adjustment, and of course, sex differences. This should be enough to convince one of the heterogeneous nature of the psychological response of a class to the content of any given piece of printed matter.

The problem is not a simple one. Its solution demands not only further experimentation by educational researchers, but also an awareness on the part of each and every teacher of critical reading that the predisposition problem exists and must be met and countered in every classroom.

Footnotes

¹Wayland W. Osborn, "An Experiment in Teaching

Resistance to Propaganda," *Journal of Experimental Education*, Vol. 8 (1939), pp. 1-17. The quote is from p. 16. (Works cited are done so generally, except where text is extensively quoted.)

²Rex Madison Collier, "The Effect of Propaganda Upon Attitude Following a Critical Examination of the Propaganda Itself," *Journal of Social Psychology*, Vol. 20 (1944), pp. 3-17. The quotes are from pp. 13-14, 16.

³Vance Packard, *The Hidden Persuaders*, David McKay, New York, 1957.

⁴Helen Jameson Crossen, *Effect of Attitudes of the Reader Upon Critical Reading Ability*, University of Chicago, Chicago, 1947.

⁵Holger Iisager, "Some Light on the Relationship Between Attitudes and Judgment of the Persuasiveness of Propaganda," *Journal of Social Psychology*, Vol. 32 (1950), pp. 157-162. The quote is from p. 162.

⁶Collier, *op. cit.* The quote is from p. 13.

⁷Carl I. Hovland, et al., *Order of Presentation*, Yale University Press, New Haven, 1957, p. v.

⁸P. F. Lazarsfeld, Bernard Berelson, and Hazel Gaudet, *The Peoples' Choice*, Duell, Sloan and Pearce, New York, 1944.

⁹R. K. Merton, *Mass Persuasion*, Harper, New York, 1946.

¹⁰Herbert C. Kelman and Carl I. Hovland, " 'Reinforcement' of the Communicator in Delayed Measurement of Opinion Change," *Journal of Abnormal and Social Psychology*, Vol. 48 (1953), pp. 327-335.

¹¹K. Duncker, "Experimental Modification of Children's Food Preferences through Social Suggestion," *Journal of Abnormal and Social Psychology*, Vol. 33 (1938), pp. 489-507.

¹²Carl I. Hovland, "Effects of the Mass Media of Communication," in Gardner Lindzey (ed.), *Handbook of Social Psychology*, Vol. 2, Addison-Wesley, Cambridge, 1954, pp. 1062-1103. The quote is from p. 1087.

¹³Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, *Communication and Persuasion*, Yale University Press, New Haven, 1953.

¹⁴Irving L. Janis, "Personality Correlates of Susceptibility to Persuasion," *Journal of Personality*, Vol. 22 (1954), pp. 504-518.

¹⁵Lloyd L. Ramseyer, "Factors Influencing Attitudes and Attitude Changes," *Educational Research Bulletin*, Vol. 18 (1939), pp. 9-14, 30.

¹⁶Kenneth B. Clark, *Prejudice and Your Child*, Beacon Press, Boston, 1955.

¹⁷Mildred J. Wiese and Stewart G. Cole, "A Study of Children's Attitudes and the Influence of a Commercial Motion Picture," *Journal of Psychology*, Vol. 21 (1946), pp. 151-171.

¹⁸Max Deutscher and Isidor Chein, "The Psychological Effects of Enforced Segregation: A Survey of Social Science Opinion," *Journal of Psychology*, Vol. 26 (1948), pp. 259-287.

¹⁹H. H. Remmers, "Propaganda in the Schools—Do the Effects Last?" *Public Opinion Quarterly*, Vol. 2 (1938), pp. 197-210.

²⁰Patricia L. Kendall and Katherine M. Wolf, "The Analysis of Deviant Cases in Communications Research" (Continued on Page 202)

Counciletter

Probably there has never been a year in which more people have looked at education, talked about it, written about it, or passed judgment on it than in 1958. These interested people have varied greatly in their reactions. There have been statements by a few academicians who would like to dismiss from schools all who cannot or will not profit from a strictly academic program and let them dig ditches. (These critics appear to be unaware of the fact that most ditches nowadays are dug by highly skilled technicians operating complicated and vastly expensive machinery.) There have been, at the other end of the scale, sympathetic and approving statements by people who have visited many schools as had the writer whose reactions were reported in the September 13th issue of *Saturday Review*. Between these lie many questioning people who feel that American education is not as good as it ought to be but do not feel qualified to pass judgment or make recommendations. The main interest of some of the critics may be in reduction of taxes but the great majority of them appear sincerely concerned that the schools in this latter half of the twentieth century meet the needs of children and youth and also the needs of society.

No critic of education proceeds far without taking note of the teaching of English. A part of the uniqueness of our society lies in the role which the English language has played in the development of whatever is basic in our American culture. It is safe to say that there is no country in the world in which the average classroom teacher, whether in kindergarten or college, teaches English to students from as many ancestral backgrounds as the teacher in the United States. The family name an individual learns to read, write, and spell may be Sokolsky, Francescatti, Liberopolous, or Koyama

or it may be Murphy, McRae, Llewellyn, Stirling, Hoffman, or Peterson but he acquires his education through the medium of English. One learns his culture as he learns his language. Therefore, the teacher of English is a purveyor of basic culture—and every teacher is a teacher of English.

Criticism of education is not confined to those outside the schools. No good teacher is ever completely satisfied with his teaching. The recent emphasis on action research calls attention to the contribution which any teacher may make to the improvement of curriculum and teaching. Every teacher who teaches any part of his assigned area differently this year from the way he taught it last year in the hope that his revised plan may bring better results is helping through his efforts to improve his area of education. If what he achieves appears to him of sufficient significance to share his ideas with others, his contribution may help to move forward education as a whole. Good teachers do not wait to be forced to evaluate the content which they teach or their methods of teaching it. They are forever striving to meet their responsibility more effectively and to give their students more of lasting value.

There are many points at which teachers of English are dissatisfied with their materials, what they are doing, or the outcomes. Since much of my experience is at the elementary school level, I shall mention more points at that level than at higher levels.

Teachers are increasingly aware of children's inability to listen and give attention. It is quite possible that the constant bombardment of sound from the radio and television sets in the homes is largely responsible for this lack. Children have learned to do a sort of fringe listening but not to give undivided attention. They are distracted by everything and anything. This

means that actual teaching of listening is required to an extent not considered necessary even a few years ago.

The materials commonly used in teaching the child to read are being challenged. John Hersey's question in *LIFE* magazine regarding the "namby pamby" content of reading textbooks for beginners still stands unanswered though it is being repeated with mounting persistence by increasing numbers of parents, teachers and children. An extensive program of research is under way, financed in part by the United States Office of Education, which should provide some answers. The new materials made available by "Dr. Seuss" and others will help to solve the problem.

Methods of teaching the beginning stages of reading have been discussed pro and con by great numbers of teachers and laymen. The insistent criticism of a few years ago has had effects which are clearly beneficial. Teachers have re-evaluated their own teaching for its improvement and have found important ways of informing the public regarding what they actually do and what they consider important for children.

Writing is receiving increasing emphasis in the elementary schools. Teachers have always known that children learn to write by writing but the use of commercial workbooks in which children fill in blanks is so much easier than supervising and evaluating the production of quantities of written material that teachers, very understandably, have yielded to the temptation. Crowded classrooms and the myriads of demands the public continues to make of the elementary school are reason enough for this. Not only are teachers aware of the need for more writing but they are giving more attention to keeping a sensible balance between emphasis on the content of writing and on the acquisition of skill in handling mechanics.

The teaching of correct usage, persistently and everlastingly, is receiving more and more

emphasis. Teachers of self-contained classrooms in which the child's entire program or almost all of it is taught by a single teacher, are being encouraged to give more attention to usage throughout the entire day, not just in English periods. Criticism of the spelling of young people who are the products of our schools is causing many schools to study their methods of teaching spelling and their follow-up of spelling in all subjects.

Concern for the needs of the gifted and the problems of the late developer and the slow learner has caused some teachers to give increasing attention to means of caring for individual differences. The present emphasis on ways of stimulating and guiding individual reading is evidence of this.

Public concern over the low level of reading taste as well as over the actual lack of reading on the part of many children and adults has caused some teachers to give increased thought to developing interest in good literature and taste in its selection. These teachers are giving more thought to their own oral presentation of prose and poetry to children. Children who have many opportunities to listen to literature well read tend to lose interest in the trash and the innocuous material they find about them in every drugstore and supermarket and in many homes. As Edward Weeks indicated in his talk at the Council banquet in Pittsburgh, interest in literature begins with listening. It is quite probable, he said, that the one sure place a child will hear a cultivated voice reading good literature is in the schoolroom.

High school teachers as well as elementary school teachers evince dissatisfaction with what they are teaching and the quality of their product. Many of the problems of high school English teachers grow out of too many classes, too many students, and too many demands for varying types of service. These teachers are aware of the increasingly wide range of interest, objectives, and abilities which their students

present. One of the problems of some of the teachers may be that they have experienced too little concern for individual differences and needs in their own high school and college experience to know how to meet the demands of the critics for more and better teaching of English for all types of students. Grouping students according to ability and purpose affords help in some schools. Through conferences, workshops, and local in-service programs some English departments are meeting the needs of their teachers for guidance and help.

College and public criticism of the lack of writing in high schools, the use of objective rather than essay tests, and the lack of composition and report writing is a matter of great concern to most teachers of English. Five classes a day of 40 students each results in 200 papers to read, grade, and annotate for a single assignment and all too many teachers have just such loads. It has been estimated that if the teacher spent two hours per night reading papers at an average of six papers per hour it would take him three weeks to read the one set of papers. Educational Testing Service has conducted a pilot study with a grant from the Fund for the Advancement of Education to explore the use of qualified lay teacher-aides to read and grade students, themes. An amazing number of volunteers applied for the work, took the required examinations, and proved through their efforts that such service could be had for teachers at approximately \$1.00 per year for the students enrolled in the schools.

Grammar has come in for its perennial criticism. A number of leaders in the Council have given thought to modern English usage and what should be taught in the high school and offer in their writing a variety of suggestions for teachers.

Most college teachers of English are increasingly concerned over the quality of English which freshmen exhibit and have been experimenting with a variety of means of correcting student deficiencies. Required non-credit courses in some schools have given way to clinics where students may receive help if they have the initiative and interest to seek it. The problem in some instances has been that the students who seek help are the better and more conscientious ones while those whose work is poorest do little to help themselves. How to put real force behind the demand for a high standard of English in all subjects remains a major college problem. Proficiency examinations in English are being required of all students in some colleges and universities. Concern for quality of English is evident at all levels from freshman through advanced graduate level.

None of this is new to any teacher of English nor does it recognize all of his problems but it seems wise to pause now and then to take stock of our assets and liabilities and to note any promising trends. Many teachers are giving a great deal of time, thought, and effort to improving the English program. There are still all too many at each school level who continue to grind through the English program in a mechanical and disinterested manner which offers little to the individual student and little to the culture as a whole. Most of these teachers are not members of the Council but require our missionary efforts.

"All education", Edward Weeks says, "is an awakening, and the English teachers are the buglers who bring us to our feet."

Ruth G. Strickland, First Vice President, National Council of Teachers of English.

Idea Inventory

Edited by LOUISE HOVDE MORTENSEN



Louise H. Mortensen

On the walls of the "Toughest School in New York," the one to which boys are sent who have been suspended from public school, the principal has placed brotherhood mottoes and slogans in the schoolrooms and corridors. An exercise in writing mottoes and slogans is a good idea for any school. To make it easier to remember, the slogan is often alliterative or else a little rime, or sometimes a combination of both. Alliteration was a favorite device of the Anglo-Saxons and is a favorite device of advertising copy-writers today. Notice "Ford's fine family of cars" and "Ford fleet staying power is paying power." A sign in a meat market says, "Ham, ma'am? Turkey, too!" General Electric says, "Progress is our most important product" and "Live Better Electrically." The latter is hidden alliteration. The Comptometer Corporation (better products to better business) has a new Comptograph ad in both alliteration and rime:

"Six new features make figures fly,
And so simple to multiply."

Paul Engle, poet, professor, and proud papa, who is director of the Writer's Workshop at the State University of Iowa, says we should play with words as a dog plays with a bone. Gillette Razor has a slogan: "Look Sharp, Feel Sharp, Be Sharp." For many years, a Charles City (Iowa) High School science teacher, Mr. Cliff C. Boylan, has expanded the "Look Sharp" to include "Be Sharp, Think Sharp." When Mr. Boylan started to write a magazine article on teaching methods, he wanted to mention the slogan and wrote to Gillette about it. The firm replied that he could not be permitted to use the variation of the Gillette theme in the article or in the classroom. The Gillette attorney maintains that Mr. Boylan has infringed on its copy-

righted slogan. But one Des Moines attorney says: "I doubt that anyone can stop a teacher from telling his students to 'be sharp.' One of the dictionary's definitions of 'sharp' is 'eager; active.' And what connection is there between shaving and an admonition to 'think sharp?'"

Personally, I think Gillette should thank Mr. Boylan for the free advertising he has given their firm by using the classroom motto, which is Mr. Boylan's own combination of words and not Gillette's "Look Sharp, Feel Sharp, Be Sharp." Mr. Boylan's "Look Sharp, Think Sharp, and Be Sharp" is a new combination of words. (Ten of his students have won national student scientist awards.)

"Do you borrow brains?" is the top of an advertisement, which goes on to say, "Woodrow Wilson did. 'I not only use all the brains I have,' he said, 'but all I can borrow.'" Corporations are proud to give financial grants to education; they should be proud to lend the use of their slogans, but schools may do better and write their own slogans.

Newspaper copy-readers who write the "Heads" for columns like alliteration, as in "Vacation: Ruin or Rest?" or "It's the Lacy Look in Living-Room Curtains." "Teen-Age Toughs Terrify Town." "Fun Fest on Friday." "Johnny Can Read in Joplin." One publisher (Watts) has capitalized on his "Terrific Triple" titles in *Girls, Girls, Girls* edited by Helen Ferris and *Pirates, Pirates, Pirates* edited by Phyllis Fenner. A new game of blocks has been called "Spill and Spell." Busses are called "luxury liners." Rock 'N Roll is popular, and science

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calls for a tuberculin-tested herd. Hi-Fi is a little rime.

The shorter the slogan, the longer we remember it. There is "See the best of the West—go Union Pacific." "It means so much to keep in touch" of Bell Telephone. "Fresher with pressure" for Tone's Coffee. "A better life for the modern wife," Miller's Laundry. "Tops in Taste" Flynn Dairy. Travel advertising is more alluring in alliteration. We read that "Austria offers her music and mountains. Vienna will be melodic with singing societies." "Cape Cod calls you." Schools and corporations like alliterative titles, as in Capitol City Commercial College and Commercial Credit Company. In one hotel we have a Food Fountain Room and

in another The Country Kitchen. Of course, the hard *c* goes with the *k*. An examination in a school "Step-Up Program" is for the "able and ambitious."

Clergymen, too, like to emphasize truths through alliteration. "We have been trying to bear Russia on her terms—fear and force," said Dr. Marcus Bach in an address. "Our terms are faith and freedom." He spoke also about "compassion and concern for the pain and poverty in the world."

Gillette is proud of its slogan with the repetition of *sharp*. Abraham Lincoln used repetition when he said, "government of the people, by the people, and for the people shall not perish from the earth."

PERSUASION AND PERSONALITY: A FACTOR IN CRITICAL READING

(Continued from Page 197)

search," in P. F. Lazarsfeld and F. N. Stanton (eds.), *Communications Research*, 1948-49, Harper, New York, 1949, pp. 152-179. The quote is from pp. 152-179. The quote is from p. 162.

²¹Eunice Cooper and Helen Dinerman, "Analysis of the Film 'Don't be a Sucker': A Study in Communication," *Public Opinion Quarterly*, Vol. 15 (1951), pp. 243-264.

²²Eunice Cooper and Marie Jahoda, "The Evasion of Propaganda: How Prejudiced People Respond to Anti-Prejudice Propaganda," *Journal of Psychology*, Vol. 23 (1947), pp. 15-25.

²³Matilda White Riley and John W. Riley, Jr., "A Sociological Approach to Communications Research," *Public Opinion Quarterly*, Vol. 15 (1951), pp. 445-460.

²⁴Ruth W. Berenda, *The Influence of the Group on*

the Judgments of Children, King's Crown Press, New York, 1950.

²⁵Duncker, *op. cit.*

²⁶Harold H. Kelley and E. H. Volkart, "The Resistance to Change of Group-Anchored Attitudes," *American Sociological Review*, Vol. 17 (1952), pp. 453-465.

²⁷Harold H. Kelley, "Salience of Membership and Resistance to Change of Group-Anchored Attitudes," *American Psychologist*, Vol. 7 (1952), pp. 328-329 (abstract).

²⁸Ramseyer, *op. cit.*

²⁹Lisager, *op. cit.*

³⁰M. E. Carver, "Listening versus Reading," in H. Cantril and G. W. Allport, *The Psychology of Radio*, Harper, New York, 1935, pp. 159-180. The quote is from p. 159.

INDIVIDUAL READING VS. TEXTBOOK INSTRUCTION

(Continued from Page 190)

hand at individualized instruction had varying reactions and judgments regarding their experience. Three of the five (I-A, II-A, and III-A) felt that individualized instruction constitutes a better approach to teaching reading to abler children than basal textbook instruction. Of the other two, one was undecided as

yet about the relative merits of the two approaches, and the other concluded that basal instruction was the better approach, judging that primary children need the security of common instruction in carefully graded materials in the early stages of their learning to read.

Windows on the World

The Popular Arts in the Classroom

Edited by IRIS VINTON



Iris Vinton

Men People, Women People, Children People

Not too long ago, David Susskind on his "Open End" TV show had some of the high ranking representatives from equally high ranking advertising agencies. To give the discussion some objectivity there were, of course, others on the show, with Mr. Susskind doing his usual fine job as the discussant provocateur,

To say that the ad men overwhelmed the opposition is an understatement. It is more accurate perhaps to put it that they stunned their opponents inside the studio and their viewers outside. It was as though the secret weapons of a formidable enemy were glimpsed for the first time.

The first hammer blow was the language of the agency men, who spoke in the vernacular of their trade. They "opened a can of worms" (considered a subject of some complexity); they "ran it up the flagpole to see who saluted" (suggested an idea to see who would find it acceptable); and "scrambled the eggs" (whipped together a number of ideas on the same subject).

There is no denying that this language is colorful within its ephemeral limits. It is also true that any group of people has the right to use the pig-Latin, pidgin-English, jargon, or made-up words of their particular trade or profession or region of country. Additions, variations, colorful words and phrases are welcome to a native tongue and make of it a beautiful and living art. When a language ceases to be dynamic, it begins to die.

But the English spoken and written in these United States is fast becoming No-English as a professor at Yale has pointed out. Too many people who know too little about the language

and have too little respect for it wrench words out of their meanings. Doubtless they are completely unacquainted with the real meanings. They are busily distorting the language with the result that people think sloppily and write sloppily. College graduates with the vocabulary of elementary school children use their limited number of words so badly that almost everything they write is garbled beyond understanding. They write the most fantastic nonsense with the greatest seriousness.

Perhaps busier than all other people in deliberately distorting the language and with far wider and more lasting effects are those in advertising. The impact of countless "commercials" upon the viewer, particularly the child TV viewer, may prove to be a greater danger to him eventually than the worst of the shows which accompany them. The logorhea of TV may well dull the perceptions of the young past remedy. The monotony of hearing the same thing over and over and over, however, may carry its own anodyne: the mind rejects it after a while.

To go back to the "Open End" show - it was not just that the viewer was dismayed by the ad men's practice of logodaedaly, but he was confronted by the almost monstrous implications of this practice. For example, the ad man's stand is that he has no responsibility whatever except to the manufacturer or producer of the product. He is hired to sell a product and when he has done that, his job is done. He owes the public nothing. The public

Miss Vinton is Director of Publications Service, Boys' Clubs of America, and edits this column under the sponsorship of the Women's National Book Association.

is statistics on some sort of rating chart in which he believes with the naivete of early man in oracles. Commercials are addressed to "men people," "women people," "children people." This sort of thing is enough to scare the living daylights out of even the most hardened cynic people.

Another example, is the lack of values in advertising. Every product must be sold to millions of people. Apparently no product can be sold on its merits through advertising. Consequently, the accent is upon appeal to the emotions of the prospective buyers, and that appeal is usually made to the emotion of fear.

Now none of this is new to any intelligent person, but for teacher and others concerned with children, it is time for some serious evaluation of "commercials" and their effect upon children. In the many criticisms made of programs, the "commercial" is usually by-passed.

The humorless (who dares inject humor!), monotonous exclamatory grinding out of word tricks needs to be set in proper perspective. Children can be taught to see and to hear selectively and to evaluate the TV advertisement just because someone is thundering that something must be bought or dire will be the consequences, does not mean that it is at all

desirable for a person to have it.

Among the many pressures with which the individual has to cope is that of sales pressure applied without let up. The individual must learn to recognize the nature and purpose of this pressure and to know how to control it rather than to allow it to control him.

With the exception of the "Open End" program of Mr. Susskind, few programs have dealt with the advertisement on television. One of the few and one which closely examined the subject was "Madison Avenue - A Critique" which was presented on the program, "The Open Mind" over NBC, a year ago this March. Richard D. Heffner, the historian, author and lecturer at the New School for Social Research, was the moderator and Martin Mayer, Gilbert Seldes, and David Ogilvy were guests. The transcription of this program is well worth reading. Any request for a mimeographed copy should be addressed to Mr. Richard Heffner, META (Metropolitan Education Television Association), 345 East 46th Street, New York, N. Y. For further reading are: Mr. Seldes's book, "The Seven Lively Arts," and his series of articles in *Tide Magazine*. *Variety* magazine carried an article, entitled, "It's Now Mudison Avenue," by George Rosen last year.

IMPROVING CHILDREN'S LITERARY TASTES

(Continued from Page 184)

nary experiences and real adventures through reading. It should give a child a love of good stories and a desire to investigate further on his own as his reading skills permit. Good literary tastes once set are not likely to yield to the dubious attractions of trash.

As mentioned above, some teachers may not be familiar with good selections which would be appropriate for their grade level. In the following issue, a suggested list is offered as a guide in choosing

books to read aloud to children. This is only a suggested list and is by no means complete. Every reader of this list will feel that some worthy book is missing. It should be kept in mind that circumstances will alter the needs of some groups, and that no list could be all-inclusive. An effort has been made to limit the number of entries by one author in order to provide more variety. It is recognized, however, that there are often more books by the same author also worthy of listing.

The Educational Scene

Edited by WILLIAM A. JENKINS¹



William A. Jenkins

The record world

In the last few years it has been evident to all that the recording business has been booming. The improvement of the recording process; better sound qualities; microgroove sound tracks; mass production, continuous simplification, and cost-cutting in the manufacture of phonographs; the efforts of disc jockeys and the response of their teenage audiences have all made this infant field of the 1920's burgeon into a mid-century colossus.

Perhaps less spectacular but proportionately as great has been the growth of educational recordings, principally drama, prose, and poetry records. The number of such records today may well be more than one thousand (not counting commercial recordings which can be put to educational uses), and indications are that the number will increase. Much of this growth is due to the 33 1/3 rpm unbreakable records which appeared on the market a little more than ten years ago. The growth will probably continue as the "talking book records" at 16 2/3 rpm are developed and the now experimental 8 1/3 rpm speed is perfected. It is too early to predict the effect of stereophony on the educational field, but it too may spur growth. It may be, however, that stereophony will revolutionize only musical recordings and not those of only the speaking voice.

For English teachers specifically the poetry recording appears to be the principal item available, with dramatic productions a poor second. Prose reading has not appeared in great numbers, but with the entrance, promised or in fact, of four or five book publishers and visual materials companies into the field, the quantity of prose may increase rapidly in the next decade.

Talking book records

appeared first as aids to visually handicapped people, but other groups have found them useful. Records for the testing of hearing, for hearing therapy, and for the teaching of the more mentally active process of listening have increased in numbers in the past few years. The post-sputnik years have turned our attention to the recent neglect of foreign language teaching, and again records may play a part in this instructional renaissance. Certainly the growth of language laboratories where students listen and practice in individual booths will influence school use of recordings.

Along with the increased use of the recording has come wider school use of tapes, and even the establishment of the national tape network. As records speeds have been reduced, the tape i.p.s. has also decreased. Strangely enough, the record and the tape do not appear rivals. While the former is used in dramatizations and reading of standard works, the latter seems best adapted to contemporary productions, such as radio plays and discussions. The increase in use of both tapes and recordings is a part of increased use of all instructional aids. Perhaps the logical conclusion, that this increased use has led to generally better teaching, can validly be reached.



New recordings

Enrichment Materials' new recording venture appears to be very successful. Last fall four new titles of a new series in a new size were announced. The first four pressings in the "Documents of America" series on 12" LP discs are *The Bill of Rights*, backed by Patrick

¹University of Wisconsin—Milwaukee

Henry's Famous Speech; and *The Declaration of Independence*, backed by *Lincoln's Gettysburg Address*.

The four records are Enrichment Records first discs about documents rather than people and events, as in the earlier series. They also mark ER's shifting to 12" waxings. As director Martha Huddleston wrote to us, "Because so few 10 inch LP's are being made today, manufacturers have neglected to improve their 10 inch equipment. The 12 inch play better and allowed for better pacing."

The venture is successful for a number of reasons. Most important, probably, is the editing of the longer documents. The artistic reading is crisp and captures the flavor of the original presentations, while the folk music of the period adds the flavor necessary to bring the readings to life. Folk songs of the periods are sung by Harry Stanton and Ray Heather-ton.

Social studies and language arts will benefit from these new recordings. Each document is preceded by an account of events leading up to its creation and is followed by explanations of the document which are noteworthy for their clarity.

The records can be ordered from the company, or shipment may be requested "On Approval for Evaluation," at 246 Fifth Avenue, New York 1. The school and library price is \$5.29 for each record.

* * * * *

Last fall Enrichment Records also issued four additions to its "Landmarks of America" series, these again 12" LP's. The titles were *The Vikings* (based on the Landmark book by Elizabeth Janeway), backed by *Thomas Jefferson, Father of Democracy* (book by Vincent Sheean); and *The Santa Fe Trail* (based on the book by Samuel Hopkins Adams), backed by *George Washington, Frontier Colonel* (book by Sterling North).

The usual Enrichment Records' formula was used in the production of the records and

ER's high standards of artistic, reproductive, and factual excellence were maintained.

Upper elementary and junior high classes in many subjects will find these records "made to order." The instructional guide, "Leads to Listening," will assist the teacher in getting all there is out of the records and suggest a variety of activities to precede and follow their playing.

The prices and address for the "Landmarks of America" series are the same as for the "documents of America" series.

* * * * *

A superb addition to the ever-growing number of recordings of literary master-pieces is Lexington Records' *Anthology of American Poetry to 1900*, two 12-inch LP records. The beauty and insight of 52 of America's early poems are presented here in a somewhat restrained but effectively dramatic fashion.

The readings by David Allen, Nancy Marchand, and David Hooks, all professional actors, are faultless, developing the tenderness, the irony, the patriotism, and the contemplation which Bryant, Freneau, Emerson, Poe, Lowell, Whitman, Dickinson, and 21 other poets felt and wished to convey.

As a sampling of the poetry of the infant state of belle lettres, which was America prior to the twentieth century, the poems are indeed representative. Though the literary state was young, the poets themselves were men of stature, neither carbon copies of their British contemporaries, nor fascimilies of each other. Their music, humor, and word pictures are faithfully re-created here.

Upper elementary and higher classes will find these readings useful and to their esthetic liking. But woe be unto the teacher who attempts to play more than one side of the album at a time. As good as the records are, the class will drift into thoughts of things other than poetry.

Lexington Records, Inc., is in Pleasantville,

New York. *An Anthology of American Poetry to 1900* costs \$11.90.



Some useful materials

National Library Week Organization Handbook. National Library Week, 24 West 40th Street, New York 18. A blueprint for community action plans, the National Library Week Organization Handbook, has been issued to 5,000 librarians, including many state and local committees. To be celebrated April 12-18, the second, greatly expanded national reading program is aimed at reinforcing the tremendous interest generated by the first observance in March, 1958.

The 1959 *Handbook*, based on many actual case histories that produced increased circulation, registration and a greater awareness of the value of reading, outlines specific operational procedures for local committees. These include special program suggestions for schools, churches, colleges and community organizations.

A statement of aims included in the introduction quotes the Steering Committee for National Library Week:

We want to remind Americans what the printed word means to free men in a free society. We want to stimulate more Americans to open their minds. We want to reveal to Americans some of the treasures which are theirs for the reaching.

The only nationwide grass roots program for "a better-read, better-informed America," National Library Week is sponsored by the National Book Committee, Inc., a non-profit independent citizens group, in cooperation with the American Library Association.

* * * * *

How Good are Your Schools? National Education Association, 1201 Sixteenth Street, NW, Washington 6, D. C. 10 for \$1. 32 pp. The booklet is the outcome of a seminar of lay and professional people, representing 22 professional groups, who explored educational problems of a general nature. It will probably

be useful for PTA and citizens committees studying the schools.

* * * * *

Books for children to Read. An individualized reading book list published by the Bureau of Educational Research, Board of Education of the City of New York. The list is divided into three parts: Books for Children Just Beginning to Read (grades 1-2), Books for Children Who Are Beginning to Gain Independence in Reading (grades 2-3), and Books for Children in the Fourth Grade and Higher.

* * * * *

Bibliography of Vocabulary Studies, Revised Edition, by Edgar Dale and Donald Reicher, Office of Publications, Ohio State University Columbus 10, Ohio. \$2. The bibliography contains 207 references to vocabulary and reading in its 2,601 titles.

* * * * *

Read, See and Hear (October 23, 1958). Department of Libraries and Audio Visual Education, Board of Education, Newark, New Jersey. 8 pp. mimeo. \$.50. A special issue of this publication is devoted to a bibliography of books on children's reading and literature, plus excerpts from an article by Helen Mackintosh and Mary Mahar, "Teaching Reading the Individualized Way."

* * * * *

The Elementary School Principalship. Thirty-seventh Yearbook of the Department of Elementary School Principals, NEA, 1201 Sixteenth Street, NW, Washington 6, D. C. 259 pp. paperbound. \$3.50. The yearbook consists of reports of research studies of the elementary school principal. Some of the findings were that more than 98 per cent of principals are not coaches, principals have in recent years dropped in relative economic status when compared to classroom teachers, and that only about two out of three belong to professional principal groups at the local, state, and national levels.

* * * * *

Newsletter Writing and Publishing, by Virginia M. Burke. Bureau of Publications, Teachers College, Columbia University. 113 pp. paperbound. The first book exclusively concerned with establishing the newsletter as a distinct medium of communication and with providing guidelines for its production, this volume is a practical guide that fills the real need of all who have to put out newsletters on slender budgets. The book will aid editors in improving communication, suggest short cuts where staff assistance is non-existent, and answer practical questions about mailing, reproducing processes, and layout. About half of the book is devoted to a very concise and readable treatment of writing style, tone, and clarity.

* * * * *

The Apparatus of Modern Education for English Classes. Educational Audio Visual, Inc., 57 Wheeler Avenue, Pleasantville, N. Y. A very complete catalog of recordings, film strips, phonographs, tape recorders, and audio accessories for use in school. The catalog is especially strong in its listing of recordings of literary pieces.

* * * * *

Young Americans. Strong Publications, Inc., 431 East 57th Street, New York 22. \$2 per year. This is a magazine for future adults which began publication in November, 1957. (It was formerly called *Young New Yorkers*.) It appears to fill a need among youngsters fourth grade and above for a magazine which approaches them in a mature and challenging fashion and gives them timely, topical articles on a variety of subjects, just as a good adult magazine will do. Some of the regular features appearing in the November number attest to its usefulness: Collector's Corner (Stamps That Have Changed the World); T. V. Tips; Cities of America (Los Angeles); Fun in New York (Guide of Things to Do and Places to Go); Young people of Other Lands (Portugal);

Science (Enter the Passenger Jets); and Personality (Pauline Trigere, First Lady of Fashion).

* * * * *

Educational Television Today, 20 pp., and *Educational Television for Your Community*, 24 pp. Free on request from Educational Television and Radio Center, 2320 Washtenaw Avenue, Ann Arbor, Michigan. The first booklet details some uses of television in public school and college classes, adult education programs, and public relation programs for educational institutions. The report also lists the pros and cons of using commercial television, closed-circuit television and an educational television station for these purposes. The second booklet surveys ETV programming and the steps necessary to put an educational television station on the air.

* * * * *

Library Provisions in Council Schools. Metropolitan School Study Council, Teachers College, Columbia University. 60 pp. \$1. The booklet is the report of a special study carried out by a panel of librarians in 53 Council schools. The study gives detailed facts and figures on numbers and qualifications of library personnel in Council schools, extent and nature of their library services, and expenditures per pupil for library materials and facilities—all in relation to recommendations of the American Library Association. Special features include a diary-type description of a "typical working day" in the life of each of two librarians. Excerpts from a speech by Frances Henne summarize the "Hallmarks of a Good School Library."

Library Provisions in Council Schools will be useful to any school or community group embarking on appraising local library facilities, making possible a comparison with library provisions in well financed school communities, and with the standards set by the American Library Association.



Mabel F. Altstetter

BOOKS FOR CHILDREN

Edited by MABEL F. ALTSTETTER

Mabel F. Altstetter, *Chairman, Department of English, School of Education, Miami University (Ohio); lecturer and writer in the field of CHILDREN'S BOOKS AND READING; Editor, Adventuring with Books, 1956.*

MARGARET MARY CLARK *reviews books of science, social studies, and biography. Miss Clark is head of the Lewis Carroll Room, Cleveland Public Library, and a member of the committee for ADVENTURING WITH BOOKS (National Council of Teachers of English, 1956).*

Fiction

The Cat That Went to Heaven. By Elizabeth Coatsworth. Illustrations by Lynd Ward. Macmillan, 1958. \$3.50. (10 up).

This is a new edition of the Newbery Award winner of 1931. The artist has caught so well the meaning and spirit of the exquisite, flowing prose that the two are part of each other. Elizabeth Coatsworth has never written



anything lovelier. Lynd Ward is at his best. It is a book to treasure and to return to again and again as food for the spirit and adventure for the heart and the imagination.

A

The Potter and the Little Greek Maid. Written and illustrated by Louise Lemp. Viking, 1958. \$2.50. (9-12).

This book will probably not appeal to children whose only delights are cowboys and space travel. It is a delicate and gentle book with a simple story of a Greek slave, a potter whose passion for beauty expressed itself finally in a vase so exquisite that it was given to the Roman emperor, who offered to free him so that he could come to Rome to produce other masterpieces. The potter had one other source of happiness, his love for a little slave girl who needed his protection. He refused to go to live with the emperor unless the maid could go too and he was permitted to have his wish.

There is much philosophy of living woven into the simple story and children can understand it. The illustra-



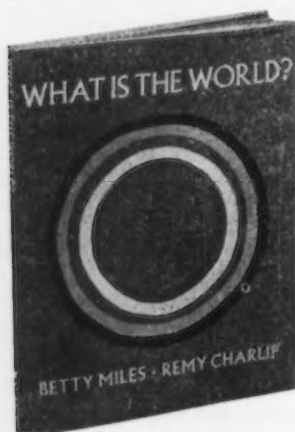
Margaret Mary Clark

tions with their classic lines are an integral part of the tale.

A

Picture Book

What is the World: By Betty Miles. Illustrated by Remy Charlip. Knopf, 1958. \$3.00. (3-6).



The author answers a child's question in simple terms that he can understand, by using everyday events and experiences. She concludes:

All the things you know
and all the things you do
are part of the world.
The world is you!

Much thought has gone into the design of the book. The illustrations are large and child-like and the various pages are different colors. It is an enticing book.

A

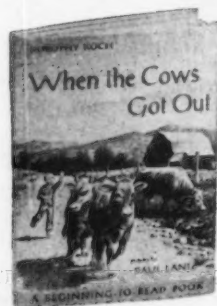
A Beginning to Read Book

When the Cows Got Out. By Dorothy Koch. Illustrated by Paul Lantz. Holiday, 1958. \$2.50. (6-9).

This simple book has a plot, suspense, and a happy ending. Authors are discovering that a limited word list need not result in inane situations and repetitious style, and that is a good thing for today's children.

Most children will readily identify themselves with Tim and his carelessness and will

rejoice in his resourcefulness when he had to depend upon himself. The delightful pictures lead the child into exploration of the text. The



book will stand much handling. Holiday is now providing an extra book jacket for display or replacement.

A

Real Adventure

Boy Beneath the Sea. By Arthur C. Clarke. Illustrated with photographs by Mike Wilson. Harper, 1958. \$2.50. (10 up).

The book starts with the statement that today's young people are the luckiest ever born, for they live in the most exciting age in the history of the world. Two new frontiers have opened for mankind in this generation—the frontier of space and the world beneath the sea. The author points out that the exploration of space is a vast scientific project requiring billions of dollars and years of training, but



Boy Beneath the Sea

that with the mastery of basic diving skills and the investment of a few dollars in equipment one can enter a whole new world of wonder, beauty, and mystery.

Underwater exploration is made clear through the experiences of two young English boys whose fathers were stationed with the British Navy at a base on Ceylon. The various activities of the boys were photographed so that the reader has the intimate feeling of participation. Safety and good judgment are stressed and techniques are explained. The predominating note of the book is that of excitement and appreciation for the underwater world.

A

Cabin for Ducks. Written and illustrated by Edythe Records Warner. Viking, 1958. \$2.50. (6-10).

Although the chief charm of the book lies



Cabin for Ducks

in the beautiful drawings that depict the Minnesota duck country, there is much information about ducks, their range, their nesting and feeding habits. This simple "primer for young hunters," is related through the experiences of two boys not old enough to hunt, who go to their grandfather's hunting cabin. Particularly valuable are the end papers showing maps of the four great flyways of North America.

This reviewer questions the publisher's age placement, not on reading skills but on interest factors. It would also add to the value of the book if some mention of conservation had been made.

A

Social Studies

The Peppernuts. Written and illustrated by Maude and Miska Petersham. Macmillan, 1958. \$2.50. (6-10).

The adventures of the Peppernut family make up this rather slight but wholesome story of one summer in a hunting camp in Paradise Valley. Some of the situations seem a bit far-fetched but Petersham fans, and they are legion, will delight in the pictures and the adventures.

A

Magpie Hill. By Eugenia Stone. Illustrated by Alan Moyler. Watts, 1958. \$2.95. (8-12).

Children of the middle grades will read easily and enjoy this rollicking story of adventure on a great desert of our own West. A lost circus camel and her Arab trainer set off a series of experiences utterly preposterous and yet with enough flavor of reality to make one wish that so much adventure could be crowded into so short a space of time for all of us.

Tad and Skinny are two ordinary small town boys and in that fact lies much of the charm of the book. The search for the lost camel brings with it the meeting with two old prospectors, some friendly Piute Indians, the finding of a map that helped them locate a lost gold mine and assorted minor adventures with an old sea captain, some magpies and a cat. It all adds up to good fun.

A

Miscellaneous

Through an Opera Glass. By Irene Gass and Herbert Weinstock. Illustrated with photographs. Abelard-Schuman, 1958. \$3.00. (12 up).

This book will find a place for itself because of the need that exists. The history of opera, its form and its story are simply told. Biographies of the great composers of opera are given. There is a light touch in human interest stories of composers and presentation of European and American opera. This book should serve as a welcome addition to individ-

ual reading and class study. Unfortunately the photographs do not maintain the general excellence of the book.

A

Jack and Jill Round the Year Book. Edited by Ada Campbell Rose. Pictures by Beth H. Krush. Little, Brown, 1958. \$3.95. (6-12).

Representative materials, verse, story, and article, of twenty years of publication of *Jack and Jill* have been gathered into one volume



and divided into months so that there is made available resources on a seasonal basis. It is a good collection and meets a real need.

A

The Story of the Jewish Calendar. By Azriel Eisenberg. Abelard-Schuman, 1958. \$2.50. (All ages).

Members of all faiths will find rich resources in this small book, although its appeal will be primarily to Jews. Dr. Eisenberg has done a real service in making available in simple language a scholar's knowledge. The first chapter is an exploration of terms necessary of understanding the text.

There is much Jewish history in the explanation of the difference between the solar and lunar calendars. The last chapter deals with some of the advantages and disadvantages of the proposed World Calendar and other efforts to standardize the divisions of the year.

A

Biography

Priest on Horseback. By Eva K. Betz. Illustrated by Jo Polseno. Sheed and Ward, 1958. \$3.00. (10-14).



Priest on Horseback

A circuit riding priest of Pre-Revolutionary days suggests a theme of special interest to young Catholic school readers. Father Farmer's long and often hazardous journeys from one tiny settlement to another in the New Jersey colony, and his encounters with people of every class, give an interesting background of the homelife of the period, and of colonial industry, especially in early glass making and iron mining. The biography is devoted to this more dramatic period of his life, and an epilogue summarizes the scholastic achievements of his later years.

C

Alexander Hamilton and Aaron Burr: Their Lives, Their Times, Their Duel. By Anna Erskine Crouse and Russel Crouse. Illustrated by Walter Buehr. Random House, 1958. \$1.95. (11-15) (Landmark Books.)

The tragic duel between Alexander Hamilton and Aaron Burr on July 11, 1804 ended the life of a great statesman and ended the political career of an American Vice President. Starting with this dramatic incident, the authors then tell of the lives of the two women, the ways in which their lives were interwoven and of their political differences which created such bitter enmity. The Revolutionary and Post Revolutionary years offer a rich background for this biography. There is an interesting picture, too, of early New York in which Burr became

the first political "boss" of the first political machine which began as the Society of St. Tammany. This is both a stimulating and entertaining biography and a valuable supplement to social studies.

C

First Scientist of Alaska: William Healey Dall.

By Edward A. Herron. Messner, 1958.
\$2.95. (12 and up).



The current widespread interest in Alaska should attract many readers to this story of the first American naturalist who explored that wild and little known country in the years after the Civil War. William Healey Dall first went to Alaska to aid in the Western Union Telegraph Company's attempt to link the world by telegraph. This ambitious project stopped when Cyrus Field's Atlantic Cable was successfully laid, but Dall went back again and again under Smithsonian and government agency sponsorship to explore. His Alaska years were tragically linked with those of Tonso McCrae, Confederate outlaw, who sought refuge in the north when there was a price upon his head, and he was literally a man without a country. This is a superior biography by the author of *Dimond of Alaska*.

C

Wild Treasure: The Story of David Douglas.

By Adrien Stoutenburg and Laura Nelson Baker. Scribner, 1958. \$2.95. (11-16).

The Douglas Fir is probably the most familiar memorial of the great Scotch botanist who discovered over 200 new specimens of

trees, plants and shrubs. In his brief thirty-five years he explored many wild areas in America, coping with Indians, grizzlies, and other hardships encountered by explorers in the early 1800's. His life ended tragically just at the end of a Hawaiian journey, when, sun-blinded, he fell into a wild bull pit and was



killed by the infuriated captive animal. In his brief career which began as a gardener's helper he "pioneered the way for later scientists, and pried open the treasure box of the wilderness so that a whole world could see and cultivate its rich fruits." This adventurous and well paced biography should have popular appeal, and would also be of great supplementary value in botany classes.

C

Lee of Virginia. By Douglas Southall Freeman.

Illustrated with photographs. Scribner's 1958. \$4.50. (12-up).

Douglas Southall Freeman won the Pulitzer Prize for his four volume biography of R. E. Lee. From the vast background of his knowledge he wrote this briefer account for "young adults" which was published after his death. The nobility and courage of Lee, his deeply religious spirit, and his capacity for self discipline are all revealed in this biography which gives an unforgettable picture of the hero of the Confederacy. The background of the Civil

War, the inter-relationships of the commanding officers with Lee and with each other, the strategies by which Lee sought to cope with the stronger armies of the North are all a part of this distinguished biography. Essentially a book for high school and older readers, superior



seventh and eighth graders would find it a rewarding reading experience. The book is very carefully and fully indexed, so that it can be used for topical research on various personalities and battles of the Civil War.

C

Young Man in a Hurry: The Story of Cyrus Field. By Jean Lee Latham. Illustrated by Victor Mays. Harper, 1958. \$2.95. (12-up.)

All the frustrations and failures endured before the Atlantic Cable was successfully laid are a part of this dynamic biography. Cyrus Field, the minister's son, who started his career as a fifty dollar a year errand boy and reached the top in business, showed the same drive when he led other men in pursuit of an ideal, an ocean cable which would speed messages between continents. The unconquerable spirit of this strong leader of men, and his capacity to come back after defeat, makes this a very stirring biography and an inspiring one. The author's great talent for making her characters come alive is demonstrated in this title with the same skill as in *Carry On, Mr. Bowditch*,



and *This Dear Bought Land*. Illustrated with many fine black-and-white drawings.

C

Dynamite and Peace: The Story of Alfred Nobel. By Edith Patterson Meyer. Little, Brown, 1958. \$3.50. (12-up).

"People who associate dynamite with its wartime uses—with destruction rather than construction—are intrigued with the thought that the inventor of dynamite left part of his fortune for the promotion of peace." The author brings out in careful detail. Nobel's defeats and his achievements, and the final idealistic dis-



posal of his fortune which caused a tremendous controversy both at family level and international level. Since the first awarding in 1901, the five prizes for chemistry, physics, physiology and medicine, literature, and for working towards peace, have become increasingly of world interest. The detailed information the author gives on Nobel's will and the involve-

ments in carrying out his wishes are of great interest. The man himself emerges as a very lonely and solitary person, with a deep hatred for war, who dedicated his personal fortune to rewarding achievements which might ultimately bring about universal peace.

C

George Washington Carver. By Henry Thomas. Illustrated by Andre Le Blanc. Putnam, 1958. \$2.00. (Lives to Remember Series) (10-13).

In the juvenile field of books, George Washington Carver, as a subject, is rapidly approaching the multiplicity of biographies of his famous namesake. And understandably, because of the simplicity and dignity of his life and the greatness of his achievements. This newest life story of the slave-born scientist captures the essential qualities of the great man in a brief and sympathetic presentation. A wise use of original quotations of Doctor Carver heightens the interest of many incidents throughout the book.

C

Young Thomas Edison. By Sterling North. Illustrated with photographs and with decorations, diagrams and maps by William Barss. Houghton Mifflin, 1958. \$1.95. (11-15) (North Star Books).



Young Thomas Edison

From *Let There Be Light*, the author's brief introductory essay on Edison's great contributions to mankind, to the last words of the in-

ventive genius, this is a biography of great merit. It is not only the story of Edison, the man of a thousand inventions, but a characterization of a warm and humane person. The impish youngster with a keen sense of money values, the man who spent a fortune working for perfection, the kindly husband and father, and the friend of other great men of his time, is unforgettably presented for readers of many ages. The author has introduced each chapter with a significant quotation from Edison, and one of the most memorable refers to his own efforts. "If our work has widened the horizon of man's understanding and given even a little measure of happiness in this world, I am content." One of the outstanding biographies of the year, it is especially timely and inspirational in this era of rapid scientific progress.

C

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